

Childhood Education

Toward Maturity: A Mid-century Challenge

**We Grow in
Self Understanding**

NOVEMBER 1950

JOURNAL OF

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

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Childhood Education

For Those
Concerned
with Children

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

Next Month—

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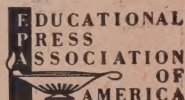
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"Toward Maturity: We Grow in Understanding Others" is December's theme. Planning editor is Marie Hughes. "Magic in Education" is the provocative suggestion of Winifred Bain. John H. Tibbett approaches growth "Through the Thinking Glass."

Ida Stewart Brown analyzes "How We Act in Groups." Practice teaching for high school students is described by Amelia Traenkenschuh and Florence J. Liebbe. Fannie Shaftel discusses playing the roles of others. The staff of Stewart School, Salt Lake City, gives short descriptions of ways teachers help children understand the different needs of the individuals in the classroom.

News and reviews bring information on happenings and materials.



REPRINTS — Orders for reprints (no less than 50) from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month.

Subscription \$4.50. ACEI membership (including subscription) \$7.00. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright 1950, Association for Childhood Education International, Washington 5, D. C. Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th ST., N.W., WASHINGTON 5, D. C.



Courtesy, Chicago Public Schools

"We Give Thee Thanks"

Toward Maturity - -

We grow in self understanding

A MARK OF THE MATURE PERSON IS THAT HE KNOWS AND UNDERSTANDS himself. He has learned to live happily with himself, recognizing his short-comings, but liking himself in spite of them; realizing his strengths and respecting them.

It is possible that the person who doesn't understand himself never clearly understands anything, for all he sees is colored by his personal point of view. He finds it difficult to build satisfying interpersonal relationships, for he cannot maintain his self-hood while relating to others. He has trouble in accepting his environment, for he cannot separate himself from it.

These are times when men and women, and children, too, need to know where they stand. A supreme test of self-understanding is whether, in these days of conflicting values, one can take stock and decide what is worth living for, and what is worth dying for.

Such self-understanding is not easily achieved—perhaps no one learns it completely—but recognizing its importance to personal adjustment, to social development, and even to world affairs, educators dare not ignore their responsibilities in helping boys and girls to understand themselves.

The great temptation for teachers is to put major emphasis on helping children to understand and accept values which adults feel to be important. If this emphasis excludes helping boys and girls to develop values *for themselves*, we are defeating our ends.

Certainly the need to develop self-understanding is great, but we know little about how it is to be achieved. It is possible that at a much earlier age than we now believe, children are aware of motives of themselves and others, and might be led to verbalize and analyze them.

We tend to reserve the question, "Why did you do that?" for misbehavior, which may be the result of extremely complex motivation. It is not surprising that the usual answer is, "I don't know." Might it be well to use the question in simpler situations which lend themselves to possible analysis?

THERE IS MUCH AT STAKE, BUT LITTLE RESEARCH TO GUIDE US. IF WE are to learn how to help children, teachers need to study and discover what experiences develop for children the self-understanding we want for them. It is possible that a fruitful approach to self-understanding is in helping children understand others.—RUTH CUNNINGHAM, *associate professor, Teachers College, Columbia University, New York, special planning editor for this issue of CHILDHOOD EDUCATION.*

EMOTIONS AND HOW THEY GROW

Emotional education may not appear on your school's curriculum, but it is being taught, nevertheless. Everything in a child's environment, beginning with his first day of life and continuing through his years in school, is part of his emotional conditioning. How emotions grow toward maturity is discussed by Virginia M. Axline of the Guidance Department, Teachers College, Columbia University.

THE CHILD IS YOUNG. HE IS STANDING on the threshold of life. He is in the midst of a complex and baffling civilization where everyone's feeling of security is threatened, where life seems tenuous, where fears and anxieties seem to permeate the air.

This child needs to be fortified with an inner strength that will enable him to meet the challenges of his world with all the resources within him. He needs to be acutely aware of himself and his relationship with others. He needs, desperately, emotional education if he is to achieve social maturity. He needs to reconcile the psychological and cultural forces within his personality.

Insecurity Is Contagious

John is twelve years old. He is in the seventh grade. He has been working for a week on a composition entitled "Civilization." It was a baffling assignment for John but finally he finished it. When he turned it in to the teacher, he attached a note to it.

Dear Teacher:

I have made twelve different rough copies of this composition and each time it comes out different. This is the best I can do with Civilization. I am sorry about it. Yours truly, JOHN.

This is what John had to say about civilization:

Civilization is all around us. It is what all of your years on earth add up to and it is

mostly wars and fights of one kind or another. If countries aren't doing it people are. Like my mother and father. Last month they finally got a divorce and now I haven't got a father any more. Instead of letting my father club my mother like cavemen did civilization gives them divorces. Civilization is a funny thing and I can't understand it completely. This is all I have to say about civilization except that I think wars and fights are not especially good for all people and the older civilization gets the harder it is to know who to like and who to hate.

The child's personality is the sum total of every experience and relationship that touch his life. It is essential to his existence as a personality that he feel secure and worthwhile. In order to preserve his personality he strives to achieve feelings of security and personal worth in devious ways if the direct satisfaction of these basic values is denied him.

He needs an honest understanding of himself and an awareness of his relationship to others. His fears should be kept out in the open area of conscious awareness; otherwise they may change from fear that has some specific object—such as a threat to the self—into anxiety, defined here as emotion without specific object. He needs to be kept free from the kind of anxiety that has been singled out as a crucial problem of emotional and behavioral disorders. This is no small order in the world today.

We know that insecure parents and teachers communicate this feeling to

thers. We know that fears, hostility, and anxiety in parents and teachers color the relationship of these adults with children. We know that an ounce of prevention is worth a pound of cure. But we also know that prevention and cure are complex and elusive and that attitudes and feelings are not altered by one's bidding.

You're a Big Boy Now"

Let's take a look at the complexity involved in the evolution of a feeling of anxiety in a five-year-old boy. He was prodded continually by his father to be a big boy—"not to be afraid," "not to be a sissy," "to be strong and brave."

The pressures to outdistance himself never relaxed. And the child seeking a feeling of security in the relationship tried desperately to live up to his father's standards. But the standards were moved higher and higher with each accomplishment of the child. He was caught forever between the disapproval when he did not measure and the approval when he did, which served as the whip to keep him seeking this reward. The child was expected to learn to swim. He was afraid that he would not be able to live up to his father's expectations. He was afraid of the water. He was afraid of the seaweed. Any outcry of his fears brought forth only attacks upon his personality, and the child could not bear to have his feelings of adequacy so belittled. He could not think of himself as a boy who was afraid—a boy who was a sissy, a boy who had no courage.

He repressed his fears. He struggled to push them down out of conscious awareness. And soon he did not express fears. He was tense, insecure, uneasy. He had sudden outbursts of

hostility against his sister and younger children. The feelings of hostility intensified his feeling of anxiety. He had nightmares. He wet the bed. He bit his nails. But he was the first one to dive into the water. He laughed hilariously. He projected his feelings of hostility on to others and soon felt that he was alone in a hostile world.

When this child was finally referred for play therapy and was able to use the toys to play out some of the things that bothered him, those repressed feelings broke loose at last and the anxiety diminished.

In one of the earlier sessions he played with the toy lion in the sandbox.

"I'm a big lion," he said. "I'll go out and eat up every little boy and girl I can find. I'm not afraid of anybody." The lion went pushing through the sand and knocked over all the other figures there. Then a storm came up and he cried out, "Oh look! You bad and naughty lion! The lightning is going to hit you. And don't you dare be afraid. So the lion goes right out in the rain but WHAM! The lightning hit him and he was dead. So the little boy and girl lions was happy because their daddy was dead now."

The feeling of emotional insecurity comes and goes during the many therapy sessions. Sometimes the lion is "the little boy." Sometimes the lion is "the father." Certainly he plays out conflicting concepts in his emotional expression. His hostility is followed by guilt and then more anxiety and more hostility.

It seems to be a vicious circle, broken only by playroom experiences; in the playroom he gains security because he is free to express those feelings which come to him when there is no threat to his personality.

In session after session he plays out mass destruction and "no one knows who did it or why" he says again and again. Finally the lion "bites the father and kills him and never has to be afraid any more."

One day he tells the therapist that he is afraid, "only there's nothing to be afraid of," and as suddenly says he "hates everybody in all the world and will build a fire and burn them all down."

He dramatizes in his play the feelings that torment him. He picks up the hammer and goes around the room pounding everything with vigor. He yells, "My enemies are every place. I don't know where because I can't see 'em but I'll beat up everything and I'll get 'em that way. I'll hit here and here and here before they kill me first."

One day he plays with the family of dolls and he poisons the father doll. He expresses the hate for the father who threatens his personality. He expresses the fear that his father won't like him if he doesn't do what he says. He pins down his anxiety to specifics and somehow seems to have experienced during the therapy sessions a feeling of psychological independence.

He assumes a different relationship with his father—no longer trying to keep up with the unattainable psychological standards which his father has set. He achieves more differentiation of response. He experiences an expansion of awareness of himself as a person relating to others. In his symbolic play he seems to move *through* the anxiety creating situation and to learn how to handle the specific feelings that emerge.

In an interview with the therapist, the father said, "I don't want my son to be a sissy. I'm trying to prevent the same thing from happening to him that

happened to me when I was a child. My father died when I was a baby and I was a mamma's boy—afraid of everything, clinging to her skirts, being so overly dependent upon her that I couldn't do a thing on my own. And the older I got the worse things were. Because I resented my helplessness and my dependence I hated her for keeping me from being a person and yet I was clinging to her more and more because I was so afraid of my hate. I squashed it down under—and—well, I didn't know *then* that it was hate. I wouldn't admit that I could hate anything let alone my mother. Why, she was my existence. To admit that I wasn't identified with her would have finished me. I didn't have a self of my own. And I was out of college before I worked out of it. It was after she married again and I was suddenly left high and dry—I worked through it, but it's left its scars. I'm determined that won't happen to my boy. But why is he so nervous and so—violent at times?"

The father had not intended to repeat the pattern. His fear that his son would experience the same trauma that had been his lot was a decisive factor in the relationship between the two.

Let Children Have Their Feelings

With young children it is not as important for them to know the *why* of their feelings as it is for them to become aware of what the feeling is—and the object of that feeling.

If a young child suddenly finds that he has been displaced in the home by the arrival of a new baby and he is helped to keep his feelings his own property and to know them for what they are, then he is better able to cope with that situation.

If he says he *hates* the baby—that is

is feeling. It seems to be of little value to explain to him that he hates the baby because he is jealous. He perceives the baby as a threat. If he can express that feeling and the object to which he attaches the feeling, he will be more able to handle that feeling in a constructive way.

Usually, if a child expresses a negative feeling he has the unfortunate experience of being told that he "shouldn't feel that way," that "it isn't nice to feel that way," or that "he must never express such a feeling again."

The sum total of such experiences only leads the child into feelings of confusion and guilt and shame. He disowns his feelings or feels guilty because he has them. Then in order to enhance his concept of himself he must repress the feeling or divert it and so erase the lines of definite connections between feelings and object and push the feeling into that undefined, nebulous state called anxiety.

If the child is to feel accepted as he is, then he must experience acceptance as a feeling person, all his feelings negative as well as positive.

If the adult wishes to convey understanding and acceptance of the child as he is and respect for him as a person in his own right, then that adult will attempt to be sincere and honest with that child and meet him where he is.

If a child is afraid, recognize his fear. Don't deny it or belittle it or attempt to surreptitiously convert it into something of your own making.

There is the example of the seven-year-old boy who underwent hospitalization for an operation. The child was afraid and fought for his feeling of security. He became aggressive and hostile while in the hospital and cried out his fears and hatreds with gusto.

The parents were embarrassed. The hospital staff was not too skillful in handling the emotional problem.

The child was told how the adults *felt*. They expressed to him their "embarrassment," "how ashamed they were." They knew that he would have to return to the hospital for a second operation in the near future and wanted to "build up his readiness" for the return trip and "to make him more cooperative."

They shamed him and then bribed him. If he had to come back again they "hoped he would behave like a man." When it came time for his return trip he was promised a longed-for bicycle if he would only promise not to scream and fight and "say the awful things you said last time" because "there is nothing to be afraid of."

The child followed their dictates. He repressed his feelings. He got the bicycle. He also got a severe case of asthma. "The tears he could not shed outwardly found a safe way of flowing," his doctor later said.

Until the edges of his sensitivity are blunted, the child has an amazing amount of awareness of himself and the relationships around him. If we would be truly helpful to children, we would educate their feelings with meticulous care. We would give to them complete ownership of the richness of their emotional capacities and ownership of their own ideas.

We would let them bring out into the open an honest statement of themselves and let them explore the dynamics of their feelings—let them express and then recognize feelings of love and hate, courage and fear, pleasure and pain.

We would let them go forth exploring their feeling worlds and keep it in the objective world as much as possible, so that their emotions could be the con-

structive force in their experience of complete self-realization.

Losing "Sharp Edges"

The following letter to the therapist is from a seventeen-year-old girl who had successfully completed therapy three years before and who had learned to know and own her feelings.

Dear Friend:

I remember you because you were the first person who ever believed in me—who didn't think I was all bad, who didn't think I was silly, who took the time to try to find out how I felt about things. And you never dug into me like I was a person without feelings. You let me have my own world my own way and did not try to snatch it away from me without first making me feel strong enough to go live in another world or to seek a new world for a while until I found a new one.

It was as though you said to me you can hate and you can be sad and you can feel cheated by your mother because that was the way I felt. And so I didn't have to lie to you or feel ashamed because I was me.

I painted pictures all the time because then I could think in peace. And the quietness was around both of us like a clean white shawl giving us warmth but not smothering. I washed myself clean in that silence. I crept back bit by bit into the world of color. It had been all black and grey before. I wasn't being sullen when I was quiet with you. I wasn't being hateful that day when I finally said I felt hate. I remember saying it deep inside myself, with the tips of my fingers scratching on the slippery paper. This is hate I feel. It had been a numbness but it was not really numbness. It was not no-feeling. It was so big I was afraid of it.

But that day I let the word creep outside of me that first time and it scared me. But it didn't scare you. I remember it because it struck me like a bolt of lightning. I am a hater, I thought. This is wicked and bad. Then they separated—the feelings and me. I thought you must know I have good reasons for my hate even though I hadn't told you then.

Another time I mentioned my fear. It was then that I learned that a feeling was a changeable thing because I felt it change—in my heart, in my arms, in my head, in my legs. It came out and twisted and turned and lost its sharp edges. From that day on I was a free person because I could separate my feelings from the people I felt about.

Then I began to look at myself and try to find and figure myself out. I got so I liked myself better. I got so I liked people. I got so I liked the world. I think this all happened to me because you gave me a chance to believe in me. And then I felt I was worthwhile.

I have grown up since I saw you last. And I think back about it you didn't seem to do anything but be there. And yet a harbor doesn't do anything either, except to stand there quietly with arms always outstretched waiting for the travelers to come home. I came home to myself through you. Your friend, MARY ELLEN.

And so Maryellen describes her experiences as her feelings re-awaken. All people could learn that "a feeling is a changeable thing" and could experience the escape from anxiety that Maryellen so beautifully describes—"It came out and twisted and turned and lost its sharp edges"—perhaps they could all come home to themselves.

Shall I go off to South America?
Shall I put out in my ship to sea?
Or get in my cage and be lions and tigers?
Or—shall I be only me?

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THROUGH CHILDREN'S EYES

Gladys Junker of the Laboratory School, University of Chicago, helps us to understand our own influence upon youngsters. She examines children's attitudes toward adults from early school age through adolescence.

"DON'T PICK THE FLOWERS, SYBIL."
"I saw Grandmother picking some."

"Yes, I know but they are her flowers and she knows *which ones* to pick."

"Well, I guess I got away with that. No one *saw* me take the tools. Mr. Brown'll have a hard time figuring out who took 'em."

Seeing people and the things they do affect girls and boys far more than mere talk. Children learn by *seeing* and make many relationships with things and people on the basis of their "seeing."

Making the right relationships at the right time is the most important learning a child can acquire. He must learn confidence in people—in adults and in his peers. If children are friendly with their parents and *see* their parents being friendly, they will be friendly with adults. If they have confidence in their parents and see their parents having confidence in others, they will have confidence in adults. If they are accepted by their peers in childhood, they'll be accepted by their peer adults.

A child who is not able to adapt is often made to feel that he is bad or dumb. He is powerless and knows it. He finds ways to resist, however. In fantasy he can promote himself, and in dreams he can have wishes fulfilled. As he grows older he can find satisfactions in reading and in identifying himself with the characters of books. The child, however, who learns how to identify himself with others and their values, how

to adapt to what is expected of him, how to act when his wishes are not granted immediately, without conflict, will grow up and become a mature individual.

It is, therefore, important to know how children *see* adults and how they identify themselves with them and with their values. If they *see* adults acting in a mature fashion they in turn may learn how to become mature adults.

How We Look to the Six-to-Tens

Children begin early to observe grown-ups. They learn to put themselves in the other person's place and to share. Usually the six-year-old is more able to do this than the younger child.

Susan may want Barbara's doll. Barbara has played with it since lunch and her mother insists that she give it to Susan for a while. Yet Barbara has seen her daddy read the paper from the first to the last page in spite of Mother's, "Jim, couldn't I have the Woman's Page at least before you've finished the whole paper?" and then has heard Daddy say, "I'd rather finish it, Mary. Then you can have it all."

One of the ways a child can learn to share is by observing his mother and father. If his mother and father share he will more likely learn to share if he is not in emotional conflict with his parents. Perhaps at this point we shall pose the idea that if a child is loved by his parents he is not in conflict with them and can then identify himself with one

or both of them, or accept their values.

The child also is expected to express sympathy, for if anyone is hurt it is threatening to him. The mishap could have befallen him.

Fred and Tom are playing in the sandbox when suddenly Tom screams, "I've cut my leg!" Actually the cut is not deep, but the teacher says to Fred, "Would you like to come with me to fix Tom's leg?"

Fred would rather continue with the hangar he's making in the sand but he says, "Sure, I'll go." He is contributing to a good relationship with Tom, and he sees that he is living up to the expectations of an adult, the teacher, who wants him to be sympathetic.

At this age and up through the age of nine or ten he can assume more though not complete responsibility for his own acts. He has an idea of acceptable and unacceptable behavior. He says, "John isn't fair. Henry isn't honest," making judgments left and right because he thinks he knows exactly what is right and wrong.

A youngster during this period of his childhood is a rule-maker and a rule-learner, and has no patience with rule-breakers. The child who *sees* his father tell a friend that he caught a ten-pound bass when it was a ten-pound one, or *sees* him drive thirty miles an hour on a thirty-mile-an-hour highway *sees* that his father is not a rule-breaker.

This is an age when there is an urge to investigate, to have less interest in adults and more in contemporaries, especially of his own sex. Actually, it is almost a period in which he barely *sees* adults. Some adults are piqued at youngsters of this age. They feel that they are being ignored and that a child who pays no attention to them is not quite normal. Actually he has too many

other interests and finds it quite comfortable to take parents and adults in general for granted.

Mary was always busy playing when Mrs. George came to see her mother. Mrs. George began to check on this, and she said to herself, "Why, Mary never pays any attention to me when I pass her on the street playing with other children or when she's at home. I do believe the child never even *sees* me. I used to think her rude but it must be that she's involved in her own affairs. I wonder if other little girls who stop their play to pay attention to me and act as if they were seeing me find it boring and unnecessary." Mary, of course, may be expected to change as she grows up, relating herself more and more to adults, *seeing* them enough to question them and to learn from them.

The Older Child's View

About the end of this period there is great unevenness in growth. Some girls mature as early as ten. Imitation of adults, therefore, occurs in varying degrees among different children.

Take Sam, for example. About this time he begins to study his face hoping that it won't be too long before he can shave, and Marie puts on lipstick unless she is forbidden to do so by her mother. Susan takes care of her baby brother telling him to "Shut up" or "Let's play with this ball for a while," depending on the girl's mother's reaction to a baby brother when he's fussy.

They also tend to attach themselves to those a bit older. The girl tends to make her first step toward a boy through an older girl, the boy toward a girl through an older boy.

Ann and Christine have been neighbors since they were very small. Although Ann is two years older than Christine,

they have always had fun playing together. When Ann begins to date, Christine feels left out but not for long, because after a year or two Ann introduces her to some of the boys whom she knows. By watching Ann and *seeing* the way she acts and talks, Christine—almost before she knows it—is dating, too.

During middle childhood there is a strong tendency to organize clubs of a secret character.

Some fourth grade boys formed a club called the WNIB Club. Only boys could belong who were willing to write their names in blood, using of course blood obtained from pricking or cutting their arm or leg. Actually it was not very secret for the other fourth grade boys knew about it, but the girls did not know nor were adults ever told what the letters stood for.

The child likes to make fun of grown-ups as he *sees* them. "Poking fun" at grown-ups will take the form of jokes, particularly about such operations as shaving or using make-up, which are being practiced for the grown-up period.

Adults are apt to read more sophistication into the child's words and actions at this time than there is. He is verbal, and his verbalizations are misleading. He does not always know what the words pouring forth really mean. Mimicking adults is fun even though at times it is only verbal.

When Mr. Everett hears his son, Al, repeat a story that he had no idea the boy had overheard, he is surprised and perhaps alarmed. Yet if he were to question Al, he would find that Al had *seen* his dad amuse his friends and he wished to do likewise. He had no concept of the meaning of the story. Even if he had, the two meanings or interpretations would not have been identical.

At this age lots of activities are

needed; the kinds of activities that will make children feel grown-up. Dramatics is a good example of such an activity. Projects that require initiative are important. Children should be allowed to decide on food to buy, be given part of their clothes allowance, be permitted to buy at times when they can take responsibility for producing results.

Jim and Beth had saved their allowance for several months before Christmas when they made out their gift lists and went to the local dime store. They knew how much they could spend on each person, but sometimes a certain item cost more than they had thought it would. After much arguing and because of the salesgirl's patience they were able to find something else which they thought appropriate. A powder-puff for an aunt, a bed-side case for grandmother's glasses, a box of emery-boards for mother's nails, and a tube of shaving cream for dad turned out to be more useful gifts than many others the four adults received.

Growing girls and boys can also learn about family finances. Girls especially like stories about family life in which they *see* adults relate themselves to children.

Adolescents Cast Searching Eyes

The next period, that of adolescence, is a time of rapid growth, a period of anxiety and seeking. Everything thought and said about them can be said at other times in reverse. For example, at one minute they are extremely selfish and the next very altruistic.

They like the feel of some authority. They like to have limits set between which they may move. They consider adults who do not set these limits weak and ineffective just as Ed did.

Ed listened thoughtfully to his friend,

Frank, who said, "Gee, I get heck if I don't get home in time to eat."

"Oh!" exclaimed Ed, "do you have to be there at a certain time? I don't. Any old time's all right with my mom. Though maybe if I had to get home we'd have regular meals like other folks instead of never knowing when we're going to eat."

At this age boys and girls must satisfy themselves that their growth is normal. The adult who comments, "My! you're so tall for your age," or, "You're not going to be as tall as your dad, are you?" is *seen* by the youngster to be tactless and inconsiderate. In fact, he would *see* that such adults had long ago forgotten how it felt to be young.

The adolescent should learn to *see* value in harmonizing of differences, differences of color, class, or creed. Perhaps the youngster of today could see no better example of this than in the existence of the United Nations.

By the time the child is an adolescent he begins to identify himself or herself with the parent of his own sex. If the adolescent is antagonistic to his parent, he is still dependent on him. He must wean himself from the authority of the parents and emotional dependence on the parents. A boy must find a new love object other than his mother, the girl a counterpart for her father. "What would my father want me to do?" is good only in its proper proportions.

Adult authority has up till now been vested in persons *seen* as father, mother, older sister, teacher, policeman, storekeeper, and so on. The adolescent, because of his new range of contacts, forms new ideas about authority. Some persons are strait-laced in their authority, some are lenient, and some are in-between. He must decide how he is going to act as an authority-figure in different situations.

Along this way, of course, is the only way for the growing child, now an adolescent, to become a leader.

Authority and leadership cannot be very effective if the adolescent has not accepted his own sex role. "I would have been better off had I been a boy," is the comment of an adolescent girl, or, "I can't help it that I'm a girl." Learning about his sex role is connected with curiosity. Sometimes adolescents are afraid to "look." Some turn to intellectuality. To emphasize the intellectual side of their lives may be a form of exhibitionism, a solace for a lack of affection, a means of competition, or a means of escape from reality.

Many parents are very pleased when an adolescent son or daughter becomes interested in things intellectual. It takes them off the street, keeps them busy, and they don't seem to have the difficulties they as parents have come to expect of adolescents. These parents should ask themselves, "Are John and Mary forming normal relationships with youngsters of their same age? If he or she does not do so now, will it be too late later on?"

Adolescents, as well as younger children, have a great many fears and concerns. They are often afraid of being left alone, afraid to try new things by themselves, afraid of losing their temper, afraid of death, afraid God is going to punish them. Sometimes they are concerned about not knowing the kind of person they want to be, not knowing how to make a date, not being trusted by their parents, wondering if they'll ever get married, concerned because they have none to whom they can tell their troubles.

To illustrate, Caroline, who is fifteen says, "I become very upset when my parents quarrel." Actually the conflict



We learn to express sympathy.

Gedde Harmon

between the parents may be very healthy. What makes it disturbing to Caroline is that she doesn't understand or *see* her parents in a relationship that she will wish to copy.

Fourteen-year-old Alfred says, "I'm left alone so much. I have no one to whom I can talk. I'm sure my parents don't trust me." He apparently was unable to see his parents in their relationship to him as trusting him to do what they expected of him. Leaving him alone a great deal was not proof to Alfred that they trusted him. Nor could he tell them how he felt.

Adolescents lean on convention. Conventional activities make them feel secure. They want to do the thing that is conventionally correct. Adolescents can learn these conventions from adults if there *are* adults following and observing them.

They can learn from adults who are willing to put themselves in the adolescent's place, identification in reverse.

Adults can relate things to their own experience, feel with the child. They should not overdo it, however, by living *in* the child. It is difficult to be objective, almost more so for the teacher than for the parent, for parents are with the child as he grows.

An objective manner makes it possible for the child to *see* how the adult values each situation. The child can then in turn decide how he will meet the same kind of situation when it arises.

Through each of the growing-up periods—early childhood, middle childhood, and adolescence—boys and girls learn on the basis of what they *see*. Their eyes are focused most sharply upon adults. In their continuous reaching for maturity, children strive to emulate the habits of thought and action which they observe among grown-ups. So, when we say, "Don't pick the flowers, Sybil," let's not be surprised or shocked when Sybil reminds us that she *saw* grandma pick them only yesterday.

GROWTH IN GROUPS

Part of growing up is learning to work and play in harmony with other people. How such learning occurs and the role of the teacher in helping youngsters to achieve greater maturity in group relationships are discussed by Donald Nylén, director of Guidance and Attendance Services, Seattle Public Schools, and staff member, National Training Laboratory for the Study of Group Development.

NEW TO THE HOUSING PROJECT, MARY walked uncertainly from her doorstep to the group of children. At her former home she would have skipped with anticipation, and appropriate words of greeting would have formed spontaneously. Here, only her father and mother remained familiar.

Minutes later, Mary again stood at the door. Her mother noted the clenched fists and defiant face.

Within the hour the mothers of other children in the project had heard the new little girl was rough. She had seized Judy's wagon and hit Judy.

Outcast, Mary spent the ensuing days unhappily. Increased demands upon her parents and their sympathetic attempts to help her understand how it takes time to make friends left her unsatisfied. Normally a happy child, eager, affectionate, playful, and occasionally tearful, Mary had become desperately lonely.

Relief for Mary and her concerned parents came unexpectedly. A neighbor asked if Mary might accompany her and her own daughter, one of the group, for a walk in the park. Mary and the little girl became friends. When Mary again approached the children, she saw them in the light of her experience with her new friend and soon found a place among them.

A place among her peers was vital to Mary's happiness. It was equally im-

portant for her growth. Through the personal interactions in face-to-face groups, significant learnings leading toward maturity, take place. Out of the daily give and take of informal groupings, children learn social sensitivities and skills, develop awareness of the feeling of others, and come to accept the rules of getting along. They also make important growth in self-estimates, for no small factor in development of our own self-esteem and consequent behavior is the result of our ideas of what others think of us and expect.

How readily social development takes place in the growing child is deeply influenced by language development, previous experiences, cultural setting, and adaptability of temperament.

In Mary's situation the problem of meeting a new group of children was aggravated by her parents' move to a different part of the country where there were some differences in use of words, in play setting (a small home to a housing project), size of community, and parental patterns. This affected how she felt and acted toward the children.

A Place in the Sun

Children entering the first grade have learned much of social interaction in their play with others. What they feel and think has strong individual orientation and dependency upon adult attitudes.

"Mama," said Jerry, home from his first day at school, "there is the cutest little girl in class. She has black eyes and brown hair. Her face is even prettier than yours."

Friendships exist for periods, and there is willing participation in group activities. Orientation is "egocentric," however, typified by the desire to have as many "turns" as possible regardless of others. Group formation such as takes place in the classroom tends to be adult-centered and dependent upon the varying ways children relate to the teacher. Yet, the feeling of having a place and being important is a significant factor in influencing behavior.

"Jimmy, a lively six-year-old, was unconcerned with taking part in any of the first-grade activities," relates a teacher of beginners. "His interest was fleeting and turned largely in the pursuit of destroying other children's work. It was difficult to find anything to hold his interest long enough to draw him into the work with the group. I'm afraid I soon resorted to the old dodge of letting him run errands to distract him.

"He was 'out-Jimmying Jimmy' and as the afternoon began, I wondered how I could survive the period ahead. We had just returned to the room from playtime, and I asked if he would close the door. He took hold of the knob and began to swing it back and forth. Being teacher, I went to see what was the matter. There he stood, eyes alight, and a look of wonder on his face.

"'It is just like my arm,' he said, and pointed first to the hinge and then to the elbow. He was thrilled by his discovery, and it was a delight to see him tell the others about it as they gathered around.

"A worthwhile experience in science was an outgrowth of his discovery, and

Jimmy took the role of leader during the class search for information. This place in the sun was also the first step in the long road to membership responsibility in a group for Jimmy."¹

"I Can Depend on You"

As children progress through the second and third years of schooling, some evidences of peer groupings and growing inter-pupil influences may be detected. There is a strong tone of realism, and these children reveal themselves with candor and simplicity. Thought about people and situations is still predominantly influenced by dependence on the adult, and there is little, if any, awareness of the relativity of circumstances in an experience.

In this stage children may name several others as friends, and engaging in group play and conversation tell one another, "I can depend on you." Peer contacts are becoming meaningful.

"We played cops and robbers," confided Harry, coming in from recess. "I was one of the robbers. Jimmy was in the gang—so was Bill."

Competition among members for loyalties in the cliques and some evidence of physical and emotional support of each other in relation to other cliques can be noted. Henceforth, the growth of cliques is natural and inevitable. Out of such formation comes the opportunity for the child to experience cooperative, assertive action with his peers.

Cliques, Committees, and Children

By the fifth year of school, children are developing more objectivity about themselves and situations. They are able to evaluate elements in an experience more widely, though the candid

¹ From Bernice Burkett, first-grade teacher, Fairview School, Seattle Public Schools, Seattle, Washington.

expression of deeper feelings characteristic of earlier years diminishes. There is greater capacity for organization and teamwork. Groupings in and outside the classroom grow in significance, with clusters of relationships among members of the same sex. Pals play important roles in the setting of standards. Relationships in cliques may have significant effects on classroom performance.

To the extent a teacher can utilize natural group forces at play in the children's lives, classroom experiences become vivid and meaningful. The class tends then to become an interdependent unit using the teacher as a resource person.

The fifth-grade class began with several weeks of getting acquainted. The members discussed newspaper items, new books, summer experiences, and whatever seemed important to them. The teacher was learning about them, how they thought, what they felt, what they knew, and something of what they wanted to know. They in turn were learning to feel at home with each other and the teacher and to speak nearly as freely as they would without an adult present.

One day after a discussion of growing up, the teacher explained to the youngsters, "There are three ways we can work together. I can plan our lessons and make assignments. We can plan together with my direction. You can plan through committees of your own choosing, using me as a help." Prepared by the preceding days of discussion, the children chose the third alternative.

"How shall we organize ourselves?" "What kinds of things shall we read?" "How can we improve our reading, speaking, and writing?" "What can we learn that will help us work well together?" "What can we do for others in the school?" "Can we be of help in our

community?" The children's list of questions grew. From time to time they turned to the teacher for information, opinions, or suggestions.

More intimate concerns were quietly confided to the teacher.

"I worry too much," said one little girl.

"I can't get along with the girls," explained Johnny, who spent much of his time teasing them.

As the teacher discreetly listened, she gained information for helping individuals deal with their own problems and ultimately to find a more satisfying place in the group.

One day a group of girls asked the teacher to suggest a boy who could help them understand "how boys look at things." She suggested they ask Johnny. Participation in this group led Johnny to an easier relationship with the girls.

"We cannot all plan at once in a group this large," they decided. "We must choose committees to make a plan. We want as many people to have the planning experiences as possible." They chose ten members and decided to change the membership each ten weeks in order to give everyone a chance to be a leader as well as a member.

The committees selected areas for study and action. Projects were prepared and presented to the class by a chairman for discussion and action.

Typically, the social welfare area awakened a wide range of concerns. The children discussed the workshop they wanted to make out of their classroom, its physical setting, the kind of atmosphere they wanted, what could be done to make the room more attractive, and the kinds of assistance people give to each other. "If a member asks another for help, the request should be carefully considered and the best assistance given



Some of the greatest group learnings take place in casual situations.

Gedge Harmon

immediately," they decided. Committees were set up for services to the building. Other committees took books and birthday greetings to children in neighboring hospitals. From these activities grew the learnings in speaking, writing, and reading.

Frequent group reporting and evaluation aired problems and stimulated a sense of group self-examination. "I think, Hazel, our discussion would move faster if you spoke more directly to the topic." "I felt we didn't get very far because we weren't sure of what we were trying to do." "I'm discouraged because the topic we chose covered so much ground I got lost." Occasionally, too, the teacher made contributions or raised procedural questions.

Daily meetings of the leaders kept the class schedule moving forward. Afternoons, the committee consulted with the teacher, asked what time she needed in the next day's program, then posted a

schedule on the blackboard for the following day.²

Interpreting What We Know

Since growth in groups makes basic contributions toward maturity, we should be aware that:

Meaningful groups exist because they satisfy the needs of members.

Freely chosen groupings have more potent influences than logical groupings such as those frequently set up by adults. In natural groupings the members can more easily cope with the membership and intra-membership problems.

Communication may occur on several levels simultaneously. The "topic" is also a vehicle through which members express deeper needs and feelings.

Activity which interferes with group functioning (distractive behavior, blocking, over-participation, withdrawal) may

² Abridged from a report by Ferne Daily, principal, Dunlap School, Seattle Public Schools, Washington.

express feelings toward the group and the leader, as well as toward self.

Groups function more successfully as communication grows to include expressions of concern, likes, and dislikes. Through such expression, members learn to accommodate themselves to each other and to be aware of others' needs. This in turn contributes to a sense of unity.

Leadership tends to be given to those who satisfy member needs. Who isn't familiar with the quickly chosen chairman whose qualities satisfy "hero worship," "resistance to teacher," "submission to authority," or similar feelings among members?

The teacher's role may confront the group with added problems if the group must struggle to free itself from her domination, kindly though it may be.

Some of the greatest group learnings take place in casual and fluid situations.

Teachers Study the Children

How can we facilitate group growth? There are no human relations skills apart from the person who uses them. We must begin with ourselves. We can provide children with opportunity for maturing experiences together only as we feel secure enough to be experimental and encourage initiative in planning and evaluation. We and the children will make mistakes. Through studying them we can go on to greater group sensitivity and helpfulness.

A faculty recently undertook to study "group processes" experimentally. To

explore leadership-membership relations and the problem of consensus the initial meetings were purposely unstructured. Typically, these meetings were frustrating as the group struggled to find common goals. Among several evaluative comments late in the second meeting was the statement of a teacher who said, "I haven't spoken because I didn't understand what we were trying to accomplish. I've suddenly realized this is how some of my students feel when I can't get them to participate." There were nods of understanding. She was expressing a feeling significant to the group's working together.

The comment led to discussion of non-participants and possible ways of involving them, such as calling on them, assigning responsibilities, developing individual relationship, and trying to use group needs to draw them in. The teachers' conclusions that sensitivity to group needs and appropriate timing of comments were determining factors had more functional meaning because they grew out of the teachers' own experiences.

For the teacher with such an approach, a wide range of skills becomes available. There are interviewing techniques, questionnaires, and sociometry to help her gain information. There are various means of sub-grouping, sociodrama and techniques to help students with observing and evaluation. To use them effectively, she must become a resource for children, living and learning with them as they grow together.

WE WANT OUR BOYS AND GIRLS TO WALK WITH THE LIGHT OF THE PAST FALLING
over their shoulders, and the light of the future shining in their eyes.

—PAUL WEAVER

WHAT *Makes It Tick?*

If children are to grow toward maturity, they need unlimited opportunity to experiment and make discoveries in situations that are real to them. Encouraging this kind of growth is discussed by Rose Lammell, associate professor, New York University.

"WHAT MAKES IT TICK?" IS OUR breezy midcentury way of verbalizing the age-old yen of mankind to understand and to be at home in the world in which we live.

Man's stubborn desire to understand the nature of the universe and his creative genius for devising ways to explore and to test have made possible our modern scientific conceptions of how the world ticks. These same interests and abilities provide the keys for modifying and developing the world picture as new insights are gained.

Whatever genuine at-homeness in the universe we achieve depends in part upon coming to terms with the realities of the physical and social world. We need to understand the interrelationships of matter and energy. We need insights into relationships among living things and between the living and the inanimate world. Along with this, we need a willingness to recognize and explore cause and effect relationships. The development of an adequate world picture by an individual, with the accompanying attempt to realistically find one's place in it, is not achieved rapidly or completely at any one age. It is a growing, widening process—it is a continuous part of growing toward maturity.

Within this insistent need to understand and the persistent search for understanding lies one of the major paths

toward maturity at any stage of development. Children and adults, laymen and experts are all confronted with what-makes-it-tick concerns, each at his present level of development and experience. Concerns of children may be: How does this toy work? What makes it rain? How do plants get out of seeds? What made my clay bowl blow up in the kiln? The expert may be confronted with the need to discover what causes cancer or how soil erosion can be reduced.

Groups of individuals in many of their cooperative endeavors find themselves confronted with similar concerns in order to get their work done. The eight- and nine-year-olds in their study of living things want to know how the chick gets out of the shell; the six and sevens want to know how to put electric lights in the doll house they have just built; the atomic research team needs to discover how to protect living tissue from the harmful effects of radioactivity.

These concerns are real and important to the people they confront. Recognizing real problems and devising ways to solve them go hand in hand in the process of growing toward maturity. Where does it all begin?

When Young Minds Begin To Grow

The very young child through his movements, manipulations, and observations finds out much about the world that is outside his own personal being. He discovers that some things are rough, some are smooth; some are hard, others soft. He becomes aware of animals, rocks, rain, sun, toys, people, of differences in temperature, of differences in

taste. With the development of language, the child's reaching out to understand his world can broaden and deepen. With increasing muscular development and coordination, the abilities to use materials to explore and to test can grow.

When we listen to children and observe them in their activities we see there are many problem situations which are real to individual children and to groups of children. We also see that on their own initiative, they begin to test, to try this and that, to experiment.

An interesting and pertinent anecdote illustrating this tendency on the part of young children to attack problems through experimenting appeared recently in a neighborhood newspaper.¹ It was written after an afternoon of watching children at play in one of the city parks.

But the teeter boards are different. Here is mystery and the efforts of the players are needed, although parents and relatives seem to like to stand by. Personally, next to sand pits we like the teeters best. They excite the youngsters' wonder at how and why they operate. What makes them go up and down? You can see wonder in their eyes. We watched a little girl, five- or six-years-old, solve the problem. Her partner had to go home. She was almost exactly the same weight and the team made a perfect balance. The other little girl liked teetering, we could see that. So, instead of hunting up a new partner, she started to experiment on her own. She was thoroughly scientific in her method. Eventually, she found out that by stretching herself along the middle of the board she could work it alone with a minimum of effort and a maximum of result. Then her mother took her away. We wished that a professional psychologist we know could have been there to watch. It isn't often you can see a mind grow.

Helping Children Find Answers

There is every reason to believe that "seeing a mind" grow would be a com-

mon phenomenon if children would be encouraged in their living and learning to work out the problem situations that are real to them. It is in these settings that they can learn to think. Parents, teachers and peers all can help. Perhaps some further illustrations will make the meaning clearer.

Nine-year-old John had been fascinated with the experiments he and his classmates had made when they were trying to find out how so much water disappeared from the fine new aquarium their group had just set up. They were interested in finding a way of keeping more of the water in the aquarium. They didn't want to be bothered with adding water so often. Out of these experiences, the boys and girls had come upon a number of the simple but important facts pertaining to evaporation.

John began to wonder if other things evaporated. Would syrup evaporate? Would milk evaporate? Would oil evaporate? He decided to find out at home.

John's mother was wise and saw in his concern a fine opportunity for John to grow in faith in himself to solve problems and to learn more about the world in which he lives. No ready-made answer to John's problem came from her lips. Instead she assisted John in planning for a place where he could set up his experiments and gladly made it possible for him to draw upon household supplies, such as milk, oil, and syrup.

One thing led to another and John was busy in his leisure time for a number of weeks testing this and that for evaporation. His conversation at home and at school for a time was full of what he was trying, what he was finding out.

Here we have a child with concerns that are real to him, putting forth a great deal of effort to find answers. He is coming upon many important concepts

¹ *The Villager*, Vol. XVIII, No. 17, p. 16, August 3, 1950, Greenwich Village, New York.



Children develop "let's-find-out" activities.

Courtesy, Battle Creek Public Schools

of his physical world that he will find illustrated again and again in his environment, concepts which he will have to take into account in carrying on many of his life interests and activities. He is having some genuine first-hand experiences with cause and effect relationships.

The first morning after the Christmas holidays, the fourth-grade boys and girls were telling how they had spent their vacations. One boy said he visited his uncle's farm. He told of his uncle's

electric fence and of discovering that it would shock him if he touched it. He had also discovered that it would not shock him through pieces of dead weeds or grass and he wanted to know why. Soon the whole group was involved in questions about electricity and speculations concerning the uncle's fence.

With the teacher's guidance and encouragement, the boys and girls were soon developing "let's-find-out" activities. Simple experiments, reading, interviews,

excursions were used to help solve the problems.

This is another illustration of children's working on problems that have arisen out of their own experiences—problems that are real to them at their level of maturation—and seeking through their own efforts to come to understanding. Through their efforts they can reach significant understandings important and useful in our society. Opportunities to grow in understanding of cause and effect relationships are inherent in any activity. There is the possibility of coming to recognize the even more basic consideration that use and control of resources, including electricity, are based upon certain facts and principles which must be acknowledged, whether we like it or not.

A group of eleven-year-olds, stimulated by their interests in plants and animals, decided to give committees the responsibility of finding out about a wide range of living things. Such tasks as providing a good home, water, light and food for living things, as well as close observation of their activities, were assigned to the different committees.

Frog eggs were brought into the classroom and changes from egg to tadpole to adult frog were observed. A pregnant hamster being cared for by one committee had a litter of young. The caterpillar of the monarch butterfly in a jar with some milkweed leaves was seen to change from caterpillar into chrysalis. Later an adult monarch butterfly emerged. An aquarium with a pair of guppies was established and soon the aquarium was populated by many young guppies.

A homemade incubator was devised, the temperature regulated, fertile eggs put in. During incubating period an egg was opened each day to see what was going on inside the shell. The

developing embryo was watched with much interest and intelligent questioning. On the twenty-first day, through the glass top of the incubator, chickens were observed coming out of the shell. The young chickens were cared for and observed for several days before going to the farm to live.

Broadening the World Picture

As children plan for and participate in the care of living things in the school environment, they have an excellent opportunity to become aware of the various needs and activities of those plants and animals for which they are providing. Food getting, need for warmth, air, water and light, elimination of wastes, protection from enemies, reproduction, care of young are all seen as a part of life. The world picture in regard to living things is thus enlarged considerably. Here, too, are some realities with which the individual must come to terms in his growth toward maturity.

Schools that are fostering growth toward maturity through the what-makes-it-tick concerns and the trying-to-find-out efforts of boys and girls are taking the time to help children find the problem situations that are real to them. They are making available time, space, materials, equipment, experiences through which children can work out solutions to their problems. Rote learning from the textbook and the words of the teacher do not dominate the situation as the sources of all knowledge. Both the teacher and the books are used as important guides and resources in solving the problems. Many other resources are also used. The spirit of investigation is predominant in all activities, and growing toward maturity is made up of creative experiences for the children and for the teacher.

Our World As We See It

Gaining a mature social viewpoint is probably the most difficult phase of the growing up process. Bernard Kutner of the psychology department, Brooklyn College, New York, writes on the growth of social attitudes and the role of parents and teachers in helping to shape them.

WHAT DOES IT MEAN FOR A CHILD WHEN he hears of or speaks about such events or institutions as religion, war, poverty, marriage, race, politics, and democracy?

Educators, parents, and politicians the world over are keenly interested in the social maturation of children. We ask ourselves a vital question: May children mature in their awareness and understanding of the complexities of civilized life as rapidly as they learn and adjust to their own immediate home environments? To this question we answer: Yes, they *may* if human capabilities are the only factors involved.

Social maturity and the growth of insightful social concepts is a slowly evolving process and is perhaps the most difficult phase of maturity to reach. Not the least of its impediments is the fact that social maturity requires the development of a long range view rather than a short range view of life.

The short range view places personal security and inner comfort as the goals in life with the problems of community, nation, and world (the long range view) pushed into the unreal distance. Parents, for example, often feel that loving care and protection from the not-so-nice aspects of social affairs are the duty and obligation parents owe to children.

A typical example of the overprotective attitude many adults adopt is the following back-fence scene: Mrs. Jones has been caught up short when she learns that her eight-year-old has cast blunt

epithets upon the Cohen neighbors.

Mrs. Jones: What? My Jimmy said that?

Mrs. Cohen: Yes. Arthur told me that Jimmy called him "Dirty Jew."

Mrs. Jones: Why, that's not possible. Jimmy doesn't even know what a Jew is. We never use the word around the house. Beside he's too young to understand such things.

However, not only *can* Jimmy understand such things but he *has* understood them for some time.

One lesson that recent research with children is teaching us is that the time-worn belief in the innocence of children in social affairs offers less and less to commend itself as a principle of child development. They may not learn the true status of affairs, but, from nursery-school ages on, children tend to learn about their world in ways that consistently astonish their parents and teachers.

The widely read results of the Philadelphia Early Childhood Study¹ tell part of the story. In a unique study of race awareness and racial attitudes in three- and four-year-olds in three Boston nursery schools, Mary Ellen Goodman found unmistakable signs of the presence of the concept of race in 36 percent of the 100 children studied.² At every age level studied comparatively advanced concepts of social events have tended to be the rule.

¹ Radke-Yarrow, M., Trager, H., and Schwartz, H. "Social Perceptions and Attitudes of Children." *Genetic Psychology Monographs*, 1949, 40: 327-447.

² Goodman, M. E. "The Genesis of Race Awareness and Race Attitudes," Ph.D. Dissertation, Radcliffe College, 1947.

Learning To Think Abstractly

Social concepts form and grow in similar fashion to the growth of concepts in other spheres. There are, as usual, wide individual variations in any given age group. Contrary to the brilliant work of the Swiss psychologist, Jean Piaget, chronological age is much less important in conceptual development than is that aspect of mental age that deals with the ability to form abstractions. An example will clarify this.

Let us take the concept "democracy." Ask a three-year-old what this concept means and you should be glad to receive a quizzical smile.

A six-year-old who has had some stimulation on the subject may reply with "you salute" or "soldiers" or "a place you live." Clearly some association has been formed between the concept of democracy and certain concrete things or acts related, if remotely, to it.

By eight you might receive "Star Spangled Banner" or "it's America" or "a country." A relationship has been established between the term and its meaning as "nation" or the symbol of a nation.

By ten one may hear "it's our kind of country" or "not like the Russians" or "different from Communism." Note the differential qualifications.

A twelve-year-old with good command of the language can be expected to respond with "a way of life" or "a form of government" or "equality of opportunity"—definitions that are more accurate as well as more abstract.

The ages cited need not necessarily conform to the levels of response quoted. Factors of mental age and personality maturity influence the level of response of a particular child. Some children who might be expected to have acquired more complex and less concrete social concepts

may continue at more primitive levels of response for a considerable time beyond the expected disappearance of such responses.

A return to more childish concepts may occur long after more abstract concepts have become the rule. The causes of these stationary and shifting levels are many and may include such factors as timidity, frustration, prolonged apprehensiveness, or the lack of sufficient home stimulation.

The Truth With No Brush-Offs

As the child's ability to form social concepts grows, so also does he tend to grow in making these concepts fit the real world. He learns to generalize unique experiences by putting two and two together.

At first, for example, he may learn that "mommy and daddy are married." Then he may discover that the Smith's next door are married. Soon you may be somewhat startled to find that he will ask about each man and woman he may see together: "Are they married?" He may decide that all people who live in the same house are "married." He will want to know how you can tell married from unmarried people.

Two general rules, simple if they are carefully followed but complicated if they are used as expedients only, may help to set a child on the path to adequate concepts about the real world. The first is: *Never brush off a question.* If you do you will regret it later when the question (and its answer discovered elsewhere) comes back to haunt you. Many children will ignore a brush-off and seek answers in another quarter; others are injured by it—slighted or angered.

An inadequate answer may later be used as a weapon, albeit a verbal weapon, to be injected in all its bald-faced

realism at the most inopportune (for you) time.

The second rule is: *Tell the truth.* This does not mean that we advocate that parents and teachers become substitutes for the family encyclopedia. On the contrary, explaining a concept requires the skill of the adult in making the truth understandable to the child in the terms that the child can comprehend. How much less complicated and mystifying the world of a child's experience becomes when he knows what it's all about.

It seems strange, in the light of our expanding knowledge of child development, that parents and teachers are so often astounded by the "sudden flashes" of knowledge and insights into social affairs that children (particularly in late childhood and early adolescence) reveal under appropriate circumstances.

Without warning, children will be moved to speak about war and armies, death and resurrection, taxes and politics. It is time that we give recognition to these occurrences: that we take it for granted that thoughts of life and death, birth and burial, politics, sex, money and morals, and all the rest of civilized life make deep impressions far earlier in life than we imagine.

Many schools have met the challenge offered by our knowledge of the capacity of children to become greatly involved in contemporary living and its problems by steadily downgrading studies in social science and the humanities.

Education for Reality

Similar responsiveness, on the part of parents, to the needs of children for adequate knowledge and understanding of the world around them should in no way rob children of their just due: "normal childhood interests." The notion that we must give the child maximum

protection from the harsh realities of existence may serve to lull the child into a sense of "all's right with the world."

It is perfectly possible to introduce the child to the world as best we know it and to the sources where he may add to this knowledge, divorced from fantasy, as he may demand it—*without destroying his sense of personal security.*

Understanding of self and of the affairs of men go hand in hand. Education for living in a world of real people and real happenings requires that we adults adopt a vigorous and intentional attitude to slake the child's natural curiosity, and then some. Nothing could be worse than a generation of adults so disinterested in the world around them and in their place in making it more livable, that they come to be regarded as social vegetables.

To achieve full social maturity is an extremely difficult task in the sort of world we live in. Yet such an end is highly desirable. We must therefore set our goals to educate for reality *early* in the child's life—as early as the child indicates a desire to learn and to know. The social maturity achieved through the ever-widening lens of curiosity and conviction reaps its own reward.

Recently, a leading psychoanalyst was asked to comment on the accelerating divorce rate. In a thoughtful commentary he replied, in effect, that as adults many persons remain immature. Immaturity, he went on, is anathema to successful marriage since it brings with it egocentricity and selfishness—qualities that are incompatible with a happy marital relationship. Sensitizing our children to search for knowledge both of themselves, their contemporaries and the world around them will serve to insure their development into mature and socially useful men and women.

Discovering the Wide, Wide World

Frances R. Horwich, chairman of the department of education, Roosevelt College, Chicago, helps us to understand the gradual process by which children learn. She writes with particular emphasis upon the role of adults in aiding boys and girls in their search for answers to questions about our vast and complex world.

WHERE IS KOREA? WHY DOES DADDY take the train to his office? Does it really take an apple one year to grow? Is a long time over yet? These are a few of the questions to which young children seek answers.

How do we help them find satisfying answers? Do we guide them to feel comfortable about the things they cannot see but which dictate many of their plans? Children learn the concepts of time, distance, space, age, and communication gradually. The role of the adult in helping them acquire these concepts needs our attention.

The process of maturing from birth through early childhood should be a happy and challenging experience. The joy with which a child learns about this world is dependent on his family, friends, relatives, and teachers. Sympathetic adults will see that he is surrounded with opportunities to experiment, listen, verbalize, think and react. A child needs to ask questions freely and frequently. He should have a chance to visit the many places where he can see and touch and then take a second look.

From birth the infant hears his parents talk about his grandmother in California who sent the pretty blanket. How many years later does he learn where California is? He wonders how far it is from where he lives and how his grandmother

got there. He would like to know how long it takes to reach California and how much it costs to go there. Why does the postman bring a letter from her? How can mother tell what she said when she didn't see her? When the telephone rings, mother talks to grandmother but she still cannot see her.

The six- or eighteen-month-old cannot understand the scientific explanation of the telephone, but this does not mean that we should keep him from hearing it or speaking into it. Frequent first-hand experience with the phone is the best way for him to understand what it does, why there is one in the house, and how to use it successfully.

The World Is Everywhere

As the child matures he sees and hears more that goes on in the home, in the yard, in the grocery store, and on the bus and he begins to ask questions about the things that happen. He wants an explanation about the people who look and behave either the same or differently than he does.

At times his questions may seem remote, too inquisitive, insubordinate, or repetitious to the adult. Usually they constitute an honest effort on the child's part to put together bits of information and experience in an attempt to make them meaningful.

Therefore we must respect all of the child's questions at all times. After we have listened attentively to what he has to say, it becomes our responsibility to answer his remarks directly and honestly. If we have the needed information, we supply it. If we lack the necessary facts,

we must so indicate and guide the child to the source where they can be found.

In his untiring effort to discover the world in which he lives, the child from the time he is first able listens to all that is said. Sometimes adults speak within hearing distance of the child but do not include him in the conversation. If the conversation contains information which was not intended for the child to hear, it may distress or please him.

Whatever it is, the child uses it when developing his plans. He may tuck it away for the present, but when the time is ready he recalls what has been said and uses it to complete his puzzle of thoughts and plans.

Such action on the part of young children sometimes comes as a surprise to his parents and teachers. It should serve as an indication that children should be included in family conversations when possible. If this cannot be done, then such conversations should take place when the child is where he can neither see nor hear the adults.

New Media Are Part of Learning

Radio and television have brought new concepts of time, distance, and communication to children of all ages. The variety of material presented affects children in different ways. Before television the radio provided an auditory experience with the family and playmate's responses as an indication of its value. The child's imagination and experience made the program more or less interesting for him. With television, the picture depicts the story for him. How the man looks when he sings, the lady when she dances, the puppet when it speaks, are there for him to accept as a pattern and to imitate if he desires.

With only the radio, members of the family could do other things while

listening. With television the pattern of living in the evening may change. In some instances a television program brings the family together for a group experience. In so doing, television is a true credit to this age of science.

The programs available to the family for entertainment and stimulation, however, are less creditable. Offerings are improving and the trend is encouraging. Adults need to exercise caution and discrimination in selecting the program to which they invite the child under ten years to enjoy with them. It is important for adults to help children develop a means of evaluating the television and radio programs they select.

Books, comics, newspapers, movies, and magazines continue to bring to children new characters, places, ideas, language, and adventure. All these are important to the child and should be a part of his daily living from his first birthday. The child gives us many cues indicating what stories are interesting to him, which he wants more and more of, which he accepts as only for adults or older children. In his cues we see what he overlooks and can supply stimulation in those areas.

Children need guidance in broadening their selection of materials. The adult's role is to make available a rich variety of materials. The next step is to stimulate their use through many suggestions and sincere approval of the child's efforts.

Understanding To Fit Needs

Small apartments and houses are sometimes confining. When possible the child should be encouraged to play with other children in the neighborhood. He needs to see how his friends younger and older use their toys. He likes to hear what they have to say. This exchange of ideas goes way beyond the family life of each

child. It includes real and imaginative tales about excursions planned and taken, how bridges are built, how cowboys live, and what soldiers do in battle.

Hopalong Cassidy, General MacArthur, Arthur Godfrey, and President Truman come freely from the lips of children. Today they may hold places of equal prestige but as more books are read, more conversations enjoyed, and more pictures seen, these individuals find their respective place in society.

Local, national, and international areas become defined. Such information is gathered from the thinking, language, behavior, and activities of children at home, on the neighborhood playground, and in school. Later the child assimilates this with his already growing body of knowledge.

For many years teachers and parents planned so that children would learn series of facts when they were four years old, an additional series when they were five, and so on through their lives until they reached adulthood. Today this plan is believed to be only partially effective. Situations, circumstances, and events in which children find themselves dictate the knowledge and understanding that they need.

The Korean crisis has brought geography, airplane travel, army, hoarding, family problems, bombing, and emotional reactions into the lives of many children. They hear the news commentators, read the newspaper headlines, see the picture magazines, and hear their parents discuss the grim problems involved.

From these children cannot be totally protected. They can be helped in their thinking if they are encouraged to ask questions, express their opinions, and give their recommendations. They need an interested adult who listens attentively and who helps clarify the errors in their

thinking. For this they cannot wait until they enter a third-grade geography class.

The young child who wiggles the terms yesterday and tomorrow in his mind struggles pleasantly until he gets them straightened out. Everyday we refer to tomorrow. Children ask for the explanation again and again. One day the whole idea becomes meaningful and they use both terms correctly. No one can say at what age level a child shall or will master this idea. Nor does it matter if he is four or six years when he does.

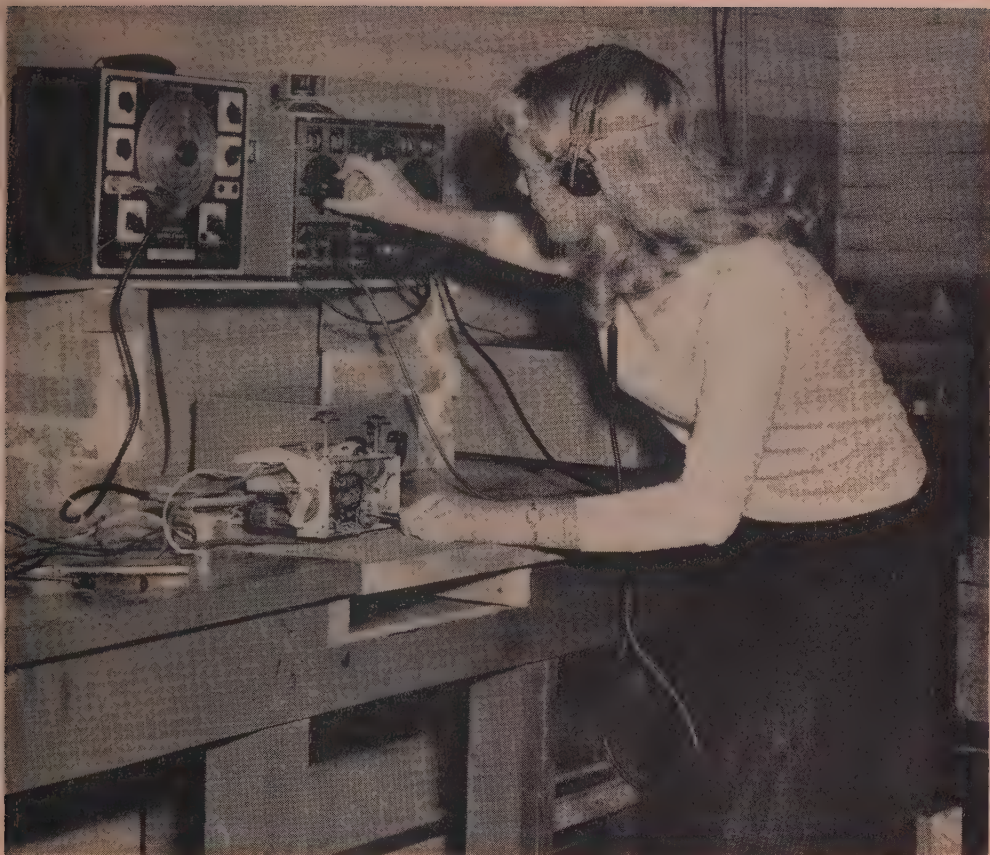
The important thing is that when the child needs to use the concept of time he understands it. Seconds, minutes, hours, days, weeks, months, and years as units of measurement may become overwhelming if presented to the child before he is ready. Parents talk to children in these terms from birth. Admission to school, meals, movies, radio and television programs, camp, and most of the good things in life are regulated by time. Adjustability to this is necessary and comes more easily when learned gradually over a period of time.

Pointers for Grownups

In 1950 the means of travel and communication have made this wide, wide world seem smaller. At least it is possible to cover a great distance in a few hours. The telephone enables us to talk with anyone anywhere. These facts make it essential for us to review and evaluate the things we teach children. When we plan with children at home and in school, we must keep the following points in mind:

Concepts of time, space, and distance are meaningful to the child only in terms of his experience.

Adults must take the child where he is in his thinking and lead him into new areas of thought.



Courtesy, Battle Creek Public Schools

There is so much to learn about the wide wide world and so much to enjoy.

We must provide a wide variety of rich and meaningful experiences for children.

We must realize that children are living now rather than getting ready to live in the future.

The wide, wide world has people, animals, rivers, boats, trains, airplanes, houses, flowers, moon, sun, rain, snow, war, guns, school, camp, playground, Christmas, Valentine's day, tricycles, radio, television, movies, comics, books, and friends. So much to learn about. So much to enjoy.

The five-year-old thinks back when he was younger and knew so little. He feels sorry for the new baby who has only a

bottle to feed him. The eight-year-old is so happy that he is big enough to go to camp, have a cowboy outfit, but at the same time has his eye on the time when he will be old enough to drive a car.

Are the days long enough to give our children all they need and want? As teachers are we sufficiently skillful in planning the days so that children use their time wisely? Neither teachers, children, nor parents, alone, can answer this question. It takes the abilities of all three to help each other understand and enjoy this wide, wide world in which we live.



Photo by Roger Dudley

Seattle, Washington - 1951 Conference City of the

Association for Childhood Education International

Seattle is a city of comfortable homes, excellent schools, lovely gardens, beautiful lakes, many parks, and important and interesting industries. In the background looms "The Mountain," beautiful Mount Rainier, the second highest peak in the United States.

March 26-30 are the dates for the conference. More than 2,000 people are expected to attend. Non-members are invited to register and participate in all activities of the conference. Guided excursions will acquaint visitors with the history, industry and folklore of the Pacific Northwest.

The preliminary program and a registration form will be included in the December issue of *Childhood Education*.

Plan Now to Attend the 1951 ACEI Study Conference in Seattle!

News and REVIEWS . . .

News HERE and THERE . . .

By MARY E. LEEPER

Toys to Japan

In September, ACEI headquarters shipped to Japan a box of toys for children two to six years of age. These will be a part of a toy exhibit that will be held in the educational research center of Kogawa Prefecture, Takamatsu, Shikoku, Japan. These materials that will be seen and discussed by many parents and teachers were sent in response to a letter that was referred to ACEI headquarters by the Office of Education, FSA. The gift of an ACEI branch to the Expansion Service Fund made this service possible.

Materials selected and shipped were: a doll, wooden animals, a wooden train, samples of blocks, a trailer truck, a small usable cooking set, a transportation set, a ladder and a play board.

ACEI Headquarters Receives Gift

During the summer months many of the educational materials selected to send to educational centers in Germany were much enjoyed by visiting parents, teachers, children and by members of the staff. Comparison with the toys of earlier days that are a part of the historical exhibit at headquarters stimulated valuable discussion. The need for a permanent display at headquarters of materials used in well-equipped schools for young children was very evident.

Elizabeth Neterer, director of the project on sending materials to Germany, saw this need. She has presented to headquarters as a permanent display many of the same toys that were selected for Germany. They are already proving both interesting and helpful to visiting teachers and parents.

1950 ACEI Conference Film

A film strip showing some of the activities of the 1950 ACEI study conference in Asheville, North Carolina, is now available. The film strip was developed with pictures taken by both delegates and professional photographers. It can serve as a means of recalling

some of the events at the Asheville conference and also as a means of stimulating interest in the 1951 conference to be held in Seattle, March 26-30. There are thirty-one frames in the film strip and a seven-page script accompanies it. Rental price, \$1; purchase price, \$1.50. Order from ACEI headquarters, 1200 15th St., N. W., Washington, D. C.

Conference on Mobilization of Education

Under the leadership of the National Education Association and the National Council of Chief State School Officers, representatives of seventy three organizations met in Washington, D. C., September 9 and 10 to consider the organization of a national conference for mobilization of education. The purpose of the conference shall be to further the efforts of voluntary educational organizations in the mobilization of the nation.

These specific aims were adopted:

To conduct meetings for cooperative planning related to education and national security

To maintain a clearing house of information on those aspects of mobilization affecting education

To make it possible to bring to a focal point the various educational problems that arise in the field related to national security so that they may receive proper consideration in national policy formation

To serve as a cooperative channel of communication between organized education in the United States and the federal government on mobilization matters of concern to those engaged in education.

Help Get Children into School

The Bureau of Labor Standards of the United States Department of Labor states that agricultural employment has long been one of the chief causes for nonattendance at schools in rural areas. The following figures are taken from a United States census:

Percent of Population not Enrolled in School

Age in years	October 1949	Urban Percent
	Rural farm Percent	
7-9	4.5	0.5
10-13	3.9	0.4
14-15	12.9	3.5

A new leaflet called, *Help Get Children Into School and Out of Farm Jobs During School Hours*, explains in understandable words the amendment to the Fair Labor

Standards Act. This act prohibits the employment of children under sixteen years of age, during school hours, on farms whose products enter interstate and foreign commerce.

Discover how you may help in getting more children into school by studying and distributing this leaflet—#128. Order free copies from: William L. Connolly, Director, Bureau of Labor Standards, U. S. Department of Labor, Washington 25, D. C.

National Children's Book Week

Make Friends With Books is the theme for the thirty-second annual celebration of Book Week, November 12-18, 1950. The Children's Book Council says that this occasion "provides a perfect opportunity to make more fine books available to more children everywhere." For ideas and materials that will aid in celebrating this special week, write to: Children's Book Council, 50 West 53rd Street, New York 19, New York.

Celebrates Twenty-fifth Anniversary

Sara Patrick and Florence House, with members of their class in industrial arts at Teachers College, Columbia University, founded the Arts Cooperative Service twenty-five years ago. Through the years teachers have depended upon its services to meet their special arts and crafts needs. The celebration of this anniversary marks the establishment of a work that has become an important part of American school life.

Children's Emergency Fund

Needy mothers and children in more than fifty countries have received aid from the United Nations International Children's Emergency Fund. In a third anniversary review, UNICEF reports that it has distributed more than five hundred million pounds of food. The fund also has supplied more than six million dollars worth of materials for clothing and shoes, five million dollars in medical supplies, and more than one million dollars in milk-processing equipment.

NEA Kindergarten-Primary Officers

The Department of Kindergarten-Primary Education of the National Education Association at its annual meeting in St. Louis, Missouri, last July, reelected the following officers: President, Mrs. Dorothy S. Jackson, Trenton, New Jersey; Vice President, Edna

Parker, Tallahassee, Florida; Secretary, Helen E. Holcombe, Lambertville, New Jersey.

Members of the executive committee are: Dorothea Jackson, Seattle, Washington; Lorine Barnes, Birmingham, Alabama; Katherine F. Boynton, Brookline, Massachusetts; Mrs. Marcella M. Williams, Highland Park, Michigan; Mildred B. Moss, Metuchen, New Jersey.

Gifts from Australia

Young Australians are sending school packages to the thousands of refugee children in India and Pakistan through the Junior Red Cross Society. Young people have been asked to fill cartons with much needed school supplies such as books, pencils, pens, slates, knitting wool and needles. These will be distributed by the Junior Red Cross where the need is greatest.

Human Rights and Children

A special pamphlet has just been issued in Norway to explain to children in their own language the meaning and importance of the Universal Declaration of Human Rights. The aim of the pamphlet, put out by the Norwegian Association of the United Nations, is to show that the principles of human rights apply as much to relations between children, and between children and adults, as to grown-up society.

Teacher Exchange Program Continues

One hundred fifteen British and French teachers are exchanging teaching positions with a like number of American teachers during the 1950-51 school year. This British-French-United States teacher exchange program is sponsored by the Office of Education, FSA, in cooperation with the State Department under the provisions of the Fulbright Act of the 79th Congress. Five years ago this program was initiated and has now become one of the outstanding methods of promoting international good will. Four hundred fifty teachers in various countries throughout the world and an equal number of American teachers have participated in this exchange program.

International Pediatrics Congress

Some two thousand child health specialists from all over the world met in August in Zurich, Switzerland, to exchange ideas and

(Continued on page 148)

DOUBLE EASELS . . .

Double Duty!



A

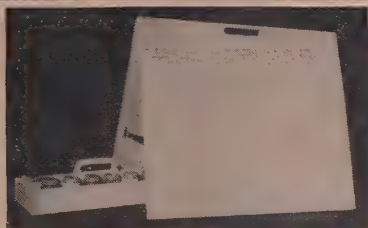
B

C

MODEL A

Two 24" x 24" panels of $\frac{1}{4}$ " tempered masonite treated with slate paint may be used as black-boards. Adjustable for children 2 to 8. \$11.75

10% discount to accredited schools.



PORTABLE EASEL

Two plywood work panels 20" x 24", hinged at top and with extension arm hinges at the side to hold easel securely open when in use. Cut-out handle for easy carrying. Painting tray divided into two sections to carry six 2 oz. jars on one side, easel clips, paper and long-handled easel brushes on the other. Perfectly balanced, finished in green. \$7.25

MODEL B

Two $\frac{3}{8}$ " plywood panels 24" x 24" are mounted on a cross-braced hardwood frame. Hinged metal braces permit easy folding. For all ages. \$17.50

MODEL C

Extra large deluxe frame with two 27" x 28" 5-ply panels. Large enough to encourage unrestrained movement. \$21.00

Above easels have solid hardwood trays, removable for easy cleaning.



Tested and approved by the ACEI for the 1950 Bulletin of
Recommended Equipment and Supplies

Books for CHILDREN . . .

Editor, LELAND B. JACOBS

November brings *Book Week*—an annual celebration that is, in spirit, a tribute to the wonderful advances continuously being made in the development of a genuinely significant literature for children in the United States. Actually, of course, so far as fine literature for children is concerned, every week in the American elementary school should be "*Book Week*." In this modern day, there is little excuse for a single elementary school in the United States in which a child cannot reach over to the reading table and find a book to his liking. The books reviewed this month are all "*Book Week Specials*." They are the kind of literature that keeps "*Book Week*" alive the year round.

THIS BOY CODY. By Leon Wilson. New York: Franklin Watts, Inc., 285 Madison Ave., 1950. Pp. 235. \$2.50. On the morning of Cody's birthday he said out loud to himself, "I'm ten years old and nothing's too hard for me!" And in this story of the everyday living of the Capshaw family—Milt, Callie, Omalia, and Cody—"right about in the middle of the broad flat top of Cumberland Mountain in Tennessee." Cody, for the most part, is correct in his birthday bragging.

Of course, he almost didn't catch a sourwood leaf on his birthday; he almost was stumped on the tricky riddles that his family and neighbors popped at him; he almost had a bad night in a deserted house. But because Cody is "the original ring-tail tooter," he manages always to come out pretty well.

Here is a book full of fun for everyone. In its simple, informal, easy-going way, even the author, who meanders in and out of the story, has fun. The Capshaw family enthusiasm for living is contagious. No world-shaking adventures capture Cody, no catastrophic climaxes are necessary to make each day in his life eventful. The vitality of Cody's story is the vitality of making something new of each day. To relax with Cody from the bustle and tensions of so much of modern living and to enjoy his "mighty good year" with him is a treat not soon to be forgotten. Eight-to

eleven-year-olds will be glad to spend some time with Cody atop Cumberland Mountain.

PEREZ THE MOUSE. By Padre Luis Coloma. Illustrated by G. Howard Vyse. New York: Dodd, Mead and Company, 432 Fourth Ave., 1950. Pp. 63. \$1.50. Years ago this charming story was written to amuse a real little-boy king. As adapted from the Spanish by Lady Moreton, it tells how Perez the Mouse took young King Bubi the First to visit a poor little boy named Giles who, like the king, had just lost a tooth. In order to accomplish the journey, King Bubi had to be transformed into a mouse. How the young king and Perez undertake the adventuresome journey—with a visit to Perez's family and a dramatic encounter with the detestable Don Pedro, the cat—makes for delightful fancy. Even the moralistic ending rings true.


In this new edition, the illustrations from the earlier American edition have been kept, for which the reader can well be thankful. In mood and manner they marvelously match the story. Perez is a hero who merits the admiration which children in the early elementary grades continue to give him.

WINDFALL FIDDLE. By Carl Carmer. Illustrated by Arthur Conrad. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1950. Pp. 175. \$2.50. Bob's soap-wraper premium violin turns out to be a caterwauling fiddle. However, by dint of hard labor and some rough experiences the boy finally gets an excellent violin. Here is the main thread from which Carl Carmer has built a fine story of small-town life in upstate New York some years ago.

However, *Windfall Fiddle* would be slight indeed if this plot were all that the author had accomplished. That this book is of such significance as it is can be traced to other reasons than just plot. The main characters are consistently drawn with warmth of understanding. Bob's work experiences and money problems are so real that the reader glories and suffers with the hero. Mr. Minette, florist, horse racer, and teller of tall tales, is a particularly memorable personality who zestfully makes his independent way through the story.

Honest sentiment, skillful utilization of anecdote and incident, and a fine remem-

(Continued on page 136)



MOR-PLA INTERLOCKING JUMBO-BLOX

Enthusiastically Approved by Teachers

- ★ Because they are simple in principle, and light enough for nursery school use, yet so sturdy and practical that they fill perfectly the older child's building needs.
- ★ Because with Mor-Pla Blox, children make the simple, everyday things they need for their dramatic play in a few minutes.
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COMMITTEE
ON
EQUIPMENT
AND
SUPPLIES

Books for CHILDREN

(Continued from page 134)

brance of how boys grew up in small towns some years ago all contribute to making this one of the outstanding books of the year for children in the later elementary grades.

A CHEESE FOR LAFAYETTE. By Elisabeth Meg. Illustrated by Helen Belkin. New York: G. P. Putnam's Sons, 2 West 45th St., 1950. Pp. 31. \$1.50. Because of a war, the good people of Nantucket in 1786 were unable to market their chief product, whale oil. Their dire straits were alleviated when the news came that Lafayette, friend of George Washington, had persuaded the King of France to buy the whale oil. To show their gratitude, at the suggestion of little Abigail Jennet, the people of Nantucket decide to send Lafayette a fine five-hundred-pound cheese.

How the milk was collected, how the cheese was made and shipped, and how the Lafayette family in far-away France received the strange gift makes up the remainder of this story of gratitude and good neighborliness.

A single, little-known incident in early American history constitutes the simple plot. The only hero is the Nantucket people themselves. The charm of this slim book is the delightful way in which a small bit of our country's past is simply told for children in the middle grades. *A Cheese for Lafayette* suggests a type of book which can be very suitably explored further by writers for children of eight and nine.

THE TWO REDS. By William Lipkind. Illustrated by Nicolas Mardvinoff. New York: Harcourt, Brace and Company, 383 Madison Ave., 1950. Pp. 44. \$2. One Red was a boy; the other Red was a cat. Although they both liked fish, they were not friends. The two Reds one day went out in quest of fun and food. The boy Red got involved unpleasantly with the Seventh Street Signal Senders. The cat Red got into trouble with the fish man. Through a funny mix-up, the two Reds get away from their pursuers, and become firm friends.

This picture book is distinctive in several respects. In the first place, Mardvinoff's drawings, in bright yellows, reds, and blacks are full of feeling both for the main characters and for the sights of the crowded streets and

ill-kept backyards of the big city. Done in a modern spirit, these pictures will be enjoyed and prized by young children. In the second place, this slight story of city life is told with vigorous compactness. In the third place, the cat as a character is an unusual mixture of the realistic and fanciful in a most unobjectionable fashion. *The Two Reds* will make many friends of five-to seven-year-old children who will be glad that boy and cat can, at last, settle down on the friendliest of terms.

A CAP FOR MUL CHAND. By Julie Forsyth Batchelor. Illustrated by Corinne V. Dillon. New York: Harcourt, Brace and Company, 383 Madison Ave., 1950. Pp. 58. \$2. When Mul Chand was invited by his uncle to visit in Bombay, the boy knew he would not be satisfied to go on such a holiday unless he had a cap—a red one. But how could he earn so expensive an article in his little Indian village? The shopkeepers at the Bazaar of the Crooked Tree did not need helpers. It was a difficult task indeed for Mul Chand to get the money for his red cap. Then the town bully, Lazar, took his hard-earned annas from him. In a tensely exciting cobra-killing episode, however, Mul Chand gets not only his red cap for the trip to Bombay but sandals as well.

Julie Batchelor has a fine sense of plot construction. All the threads of the story are well-knotted in the swift-moving last pages of the book. Mul Chand is a highly plausible boy, with a highly plausible problem that children of eight to ten will understand. Intimate details of life in India are utilized as part and parcel of the story itself. The reddish-brown illustrations are alive, appropriate in color, and consistently well-placed in relation to the text.

ONE BRIGHT DAY. By Pearl S. Buck. New York: John Day Company, Inc., 2 West 45th St., 1950. Pp. 60. \$2. Mrs. Jackson and her daughters Nora and Jane had expected to spend a very dull day in Kobe, but thanks to the hospitality and generosity of Mr. Nishima the day proved to be a wonderful one. For in a "smart-looking little carriage, pulled by a fat cream-colored pony," as the guests of Mr. Nishima, the American family paid a visit to the tame deer and parrots, enjoyed a Japanese Punch-and-Judy show, saw a great market, and went swimming among hundreds of Japanese children. When the

bright day came to an end, and Mr. Nishima was gone, one dreadful moment came with the thought that the family probably never would see the kind old Japanese gentleman again. However, as Nora said, "We'll never forget him and so he can't be lost."

While Pearl Buck has given American children several notable books, she has never done one in quite this same vein. Told with unstudied simplicity, the book is an intimate statement of how one family of Americans made the most of a small picture of life in a Japanese city and came to appreciate not only the splendid sights but also the courtesy and generosity of an old gentleman whom all children in the later elementary grades would enjoy knowing.

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By Sally Scott. Illustrated by Beth Krush. A delightful story of two dogs—a collie and a cocker—and of Peggy Brown, the little girl who had always wanted a collie but learned a real lesson in growing up when she got one.

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A CAP FOR MUL CHAND

By Julie Forsyth Batchelor. Illustrated by Corinne V. Dillon. "Introduces younger children to India."—N. Y. Herald Tribune Book Review. "So lively and exciting that third and fourth grade readers wish to read it to themselves, and so unpretentiously written that they are able to do so."—N. Y. Times Book Review.

Ages 7-10. \$2.00

COWBOY JOE OF THE CIRCLE S

By Helen Rushmore. Illustrated by Peter Burchard. "How a small eight-year-old greenhorn becomes a real cowboy is charmingly told in this simple little story with plenty of chuckles."

—Virginia Kirkus. Ages 8-12. \$2.00

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Books for Teachers . . .

Editor, RUTH G. STRICKLAND

THE COUNSELING INTERVIEW. By Clifford E. Erickson. New York: Prentice-Hall, Inc., 70 Fifth Ave., 1950. Pp. 166.

\$1.75. The author points out that counseling services are developing in all parts of the country and in all fields—education, governmental and social services, business and industrial organizations—and that the interview is a basic and central technique to counseling services.

The attempt to divest the interview itself of all illustrative material and study it as a separate entity makes hard reading of the first few chapters for the general reader. Then, too, the book falls apart in that the first half of it describes interview techniques in terms of adult counselees and the second half discusses the organization of a counseling program in terms of high school pupils.

However, the brevity of the book, its attractive open format, and simplicity of organization make of it a usable handbook.

The newly-trained or experienced counselor will refer to the numberless check lists for techniques such as beginning, conducting, ending, and evaluating interviews. The administrator or teacher will skim the text for a quick approach to the whole subject. Both groups of readers will make much use of the selected bibliography.—Reviewed by ELIZABETH GUILFOILE, principal, Twelfth Street School, Cincinnati, Ohio.

CHILDREN'S EXPERIENCES PRIOR TO FIRST GRADE AND SUCCESS IN BEGINNING READING. By Millie Corinne Almy. New York: Bureau of Publications, Teachers College, Columbia University, 1949. Pp. 120. \$2.35. In a study of 106 children at the end of their first grade year Miss Almy checked their success in reading against reports of their responses to reading situations prior to first grade entrance. She measured reading success through the use of standard tests and through the teacher's ratings of each child on interest in reading and understanding of materials read.

The parents reported in retrospect a great

variety of home activities which the investigator classified as reading opportunities. These ranged all the way from making explanations and pointing out words while reading to the child, through helping him identify labels on cans and packages, to definite teaching of letters of the alphabet and practice in little reading readiness workbooks.

Parents were able to recall these situations clearly enough to enable the investigator to study the degree of response. She found that the measure of response and the kind of activities engaged in related definitely to the child's success in reading in first grade.

Miss Almy points out the relation of this study to the problems of the place of reading in child development, which she sees as "a continuous process of reorganization, in which the reaching out for new experience is, at least in part, dependent on what has gone before."

The study has implications bearing upon the problems of reading readiness and upon the program of the first grade. The investigator does not attempt to place the beginning of reading at a specific time, but she does point out that "the fact that his desire to find out about the world he lives in may include an interest in reading is frequently overlooked."

She emphasizes that the teacher who thinks in terms of a good program for young children is likely to keep reading in the proper perspective. She urges that "the crying need in most first grades is for more personal and individual attention to each child."

This book is a highly readable report of an important and timely study. The writer's style is apparent despite the necessity for brevity and selectivity. Illustrative material is used with excellent effect. The study, therefore, is likely to have wide reading and direct bearing upon current practice.—Reviewed by ELIZABETH GUILFOILE.

OUR CHILDREN AND OUR SCHOOLS. A Picture and Analysis of How Today's Public School Teachers Are Meeting the Challenge of New Knowledge and New Cultural Needs. By Lucy Sprague Mitchell. New York: Simon and Schuster, 1230 Sixth Ave., 1950. Pp. 510. \$4. People are asking many questions about schools in these days and they are critical of changes that are taking place when they do not understand them. Parents want their children to develop

into people who are equal to the problems of their individual and collective lives, but they are not at all sure how to bring about this end. Often the anxiety is greatest among people who are most sensitive to the real implications of social change.

For thirty-four years Mrs. Mitchell has been carrying on a program of experimental work in the organization that is now called *The Bank Street Schools*, to study the changing social scene and the school's relationship to it. In this book she presents her answers to the questions: How can modern methods in education be made to apply effectively in large city schools? How can schools be improved to develop people equal to the problems of everyday life in these critical times?

She says in her introduction: "The times have brought forth a deepened interest in children and education which warrant an attempt to state what today's schools are beginning to consider their job, and in what practical ways their new job has changed the curriculum and the school's atmosphere. It seems both important and timely to set down the results of comparatively new research and experimentation which tell us what children are like, their ways of learning and feeling, their ways of growing; to express something, too, of what teachers are like and how they grow. Our children and our schools are beginning to be studied with a scientific attitude and scientific methods. To us this seems a momentous cultural advance."

An increasing proportion of the lay public, citizens at large as well as parents, feel some responsibility for the school life of children. Increasing numbers of them want for children the kind of good life while they are children that the modern school seeks to provide. Many teachers are seeking help to understand and to translate into practice these evolving concepts.

The experimental work carried on by the Bank Street staff of experts—which included doctors, psychologists, teachers, and social workers—led in time into the field of teacher education. Workshops for teachers have been conducted in selected schools in New York City. These workshops have developed methods of teacher education as vital and forward looking as the methods utilized with children.

The detailed accounts of the activities of the workshops, as well as the philosophy and examples of practice with children, should

make this book valuable to educators and laymen everywhere.—R.G.S.

THE CHILD AND HIS CURRICULUM. By J. Murray Lee and Dorris May Lee. Second edition. New York: Appleton-Century-Crofts, Inc., 35 W. 32nd St., 1950. Pp. 710. \$4.50. When the first edition of the Lees'

book appeared ten years ago it was welcomed by teachers and curriculum makers everywhere as a new approach to curriculum planning. Another edition of this much-used book will be equally welcome.

It is designed to help teachers understand children and give them the curriculum which is best suited to their needs whether they attend a large city school or a one-room rural school. A good deal of new material has been added to the book and the chapter bibliographies, which are annotated, are enlarged to include the most significant of the material which has been made available during this decade.

The chapter on "The Child and His Developing Emotions" is particularly valuable.—R.G.S.

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Bulletins and Pamphlets

Editor, CELIA BURNS STENDLER

Miscellaneous Pamphlets

BICYCLE SAFETY IN ACTION. By the National Commission on Safety Education. Washington, D. C.: National Education Association, 1201 Sixteenth St., N. W., 1950. Pp. 48. 50c. With the opening of school, bicycle stands in school yards are once more full, and the time appropriate for safety instruction. This pamphlet contains many helpful suggestions for classroom teachers on helping pupils in selecting bikes, inspection, signals, skill tests and safety codes.

HOW TO SOLVE YOUR PROBLEMS. By Robert H. Seashore and A. C. Van Dusen. Life Adjustment Booklet. Chicago 4, Illinois: Science Research Associates, Inc., 228 South Wabash Ave., 1950. Pp. 48. 60c.

This pamphlet in the Life Adjustment Series is beamed at helping young adolescents arrive at a method of dealing with problems. Six steps are presented: Stating the problem, listing obstacles, listing assets, listing solutions, figuring results, choosing solutions. So long as the adolescent who has the problem is not too emotionally upset over it, this rational approach may be helpful.

ENJOYING LEISURE TIME. By William C. Menninger. Life Adjustment Booklet. Chicago 4, Illinois: Science Research Associates, Inc., Pp. 48. 60c. Teenagers and

those who work with them will enjoy this discussion of how to get the most out of leisure time activities. Written from a mental hygiene point of view, the pamphlet helps adolescents plan recreation and select a hobby to contribute to emotional security. An instructor's guide accompanies the booklet.

PREJUDICE IN TEXTBOOKS. Public Affairs Pamphlet No. 160. New York 16, New York: Public Affairs Committee, Inc., 22 East 38th St. Pp. 31. 20c. This report of a study of intergroup relations in teaching materials contains some much needed facts on the problems of prejudice in textbooks. The report shows not only shocking examples of prejudiced statements, but also shocking

omissions of the teaching of the worth of every individual. The analysis is confined to high school texts; a similar job needs to be done for elementary schools.

A GOOD SCHOOL DAY. By Viola Theman. Parent-Teacher Series. New York: Bureau of Publications, Teachers College, Columbia University, 1950. Pp. 59. 60c. Teachers

will welcome this down-to-earth presentation of how to schedule a good school day. Planning for pupil needs, teacher-pupil planning, planning with parents, long-term and short-range planning are some of the topics discussed. Suggested schedules include some for rural as well as for urban schools. A list of criteria for evaluating a school day gives proper emphasis to all phases of the development of boys and girls.

SOCIOMETRY IN GROUP RELATIONS.

By Helen Hall Jennings. Washington, D. C.: American Council on Education, 744 Jackson Place. Pp. 85. \$1.25. The technique of asking children to list three choices of people with whom they would like to work in a classroom is too well known for review. Unfortunately, however, the technique has become widely spread without too much attention to its uses and application. Teachers collect information with regard to friendship choices but do not know what to do with it after it has been gathered.

The bulletin on *Sociometry in Group Relations* is a helpful guide for teachers on the use of sociometric data. Miss Jennings shows how such data can be used to help solve group discipline problems and to help individual students overcome certain personality difficulties.

Case study material liberally sprinkled throughout the book adds to its usefulness.

YOU AND YOUR HEALTH. By J. Roswell Gallagher. Life Adjustment Booklet. Chicago 4, Illinois: Science Research Associates, Inc. Pp. 48. 60c. This booklet contains a wealth of information for teenagers on how to be healthy. An instructor's guide is available.

Language Arts

WHAT IS WRONG WITH TODAY'S READING INSTRUCTION? By Laura Zirbes. Service Bulletins for Teachers. Columbus, Ohio: The Ohio State University, 1950. Pp. 15. 15c. Despite its title, Miss Zirbes' pamphlet takes a positive constructive ap-

proach to the teaching of reading. Actually what the writer does is to examine the criticisms of those who complain that reading instruction has deteriorated, and to present convincing evidence of the many ways in which our knowledge of reading instruction has improved. The pamphlet succeeds in giving needed perspective on this vexing problem.

READINESS FOR READING AND RELATED LANGUAGE ARTS. *Prepared by a Committee of the National Conference on Research in English. Chicago 21, Illinois: National Council of Teachers of English, 211 West 68th St. Pp. 60. 50c.* Teachers who would like to review research findings on the problems of readiness for reading, for oral and written language, for spelling and for vocabulary will find this bulletin extremely helpful in many respects. Each of the various kinds of readiness is treated by a different author, with much the same pattern of organization prevailing. In the section on readiness

for reading, for example, the author reviews the research on evolution of the readiness concept, physiological, intellectual, emotional, social and experimental readiness, and then outlines needed research in the area.

The present writer wishes each of the authors had been a bit more critical of the research, had pointed up the glaring inconsistencies from finding to finding, and the futility of attempts to study readiness by splitting it up into physiological, social and other segments.

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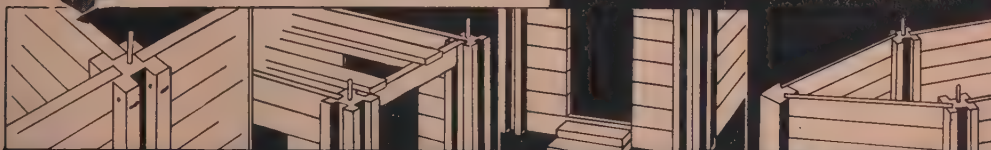
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Films Seen and Liked...

Reviewed by ESTHER ASCHEMEYER
and ALBERTA MEYER

ENGLISH CHILDREN. *Produced by Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill., 1949. Color, \$45. Rent \$2.50. 11 min. 16 mm sound. Social studies. For use in intermediate and junior high.* In this film, we meet two English children at play in the schoolyard, follow them to their classrooms, watch them in their after-school activities and join the complete family for tea. Next day we go with the family for a holiday at the shore, which is reached by train. The details are especially good: games played in the schoolyard are familiar to American children; enough of the older brother's cricket match is shown to give a fair idea of the game; during a shopping trip English money is clearly shown and explained; good family relationships are depicted without sentimentality; sturdy-looking fishermen carefully mend their own nets; we ride on an English-type train and see a bit of the country-side. The film has purposely limited itself to life in urban England. It will be very useful in developing appreciation for the English people because, although it shows some differences, it emphasizes the great similarities.—A. M.

STORY OF UNESCO. *Film strip produced by Nestor Productions, Inc., 7904 Santa Monica Blvd., Los Angeles 46, Calif., 1949. Color, \$6.50. 45 frames with text. International relations. For use in junior high through college, and with adults.* The relationship of UNESCO to the United Nations, its purposes and the large areas in which it is working are presented in this film strip. The information presented correlates directly with free materials, such as posters, charts and literature, available from the UN. This film strip fills a need for this type of material and could be used to inform groups about the structure and work of UNESCO, to arouse desire to help in this work, and to illustrate one of the ways in which international cooperation is already being carried on. In a few places, the artist's concepts of abstract ideas are not easy to comprehend, and oc-

asionally captions are difficult to see when placed on white backgrounds, but on the whole, the film strip is a useful aid.—A. M.

SING A SONG OF FRIENDSHIP. *Produced by Office Films, Inc., 25 W. 45th St., N. Y. 1949. Color, \$90. 20 min. 16 mm sound. Social studies, human relations, Grades 4-12, adults—parents groups.* This is a delightful musical animated cartoon inviting audience participation in singing. Three situations show what contributes to our American system of democracy. In the first, one may voice his approval or disapproval of current civic practices in a friendly way through writing letters to legislators. The second situation shows how family names in the United States are unimportant in our living together peacefully with others. A football team, whose members represent families of various nationality backgrounds, is used to emphasize our living together in the United States. "To kick the goals and make the runs" is what matters in the U. S. A.—E. A.

PEIPING FAMILY. *Produced by International Film Foundation, Inc., 1600 Broadway, N. Y., 1948. Black and white, \$90. 21 min. 16 mm sound. Geography, grades 4-8.* The film portrays life in the home of an educated Chinese scientist living in Peiping. Much attention is given to the life and customs observed by this family, which consists of grandparents, parents, and children. Children are shown at play in much the same way as American children play; their school activities are also shown. Life outside the family home brings in street scenes in Peiping showing religious temples, workers, and occupations. The film calls attention to the influence of the western world in helping to tear down Chinese walls of superstition, fear, and prejudice.—E. A.

ART BELONGS TO ALL CHILDREN. *Produced by College of Education, Ohio State University, Columbus, Ohio. 1950. Manual Barkan and Coretta Mitchell, educational collaborators. Color, \$25, including 54 frame film strip, 25 min. recorded script, and teacher's manual. For use in senior high, college and adult, particularly parents and teachers-in-service.* To help teachers and parents understand and appreciate the art work of children, to suggest ways for teachers to provide opportunities for creativ-

ity in the arts in their classrooms, and to help older children understand the art work of younger children—these are the purposes of this film strip and recorded script. Drawings and paintings made by children are interspersed with photographs of children at work in the arts. Although in some cases the photography is not of the best, the pictures are unusual and the script gives new insight into the use children make of the art media. The pictures are arranged in a developing sequence and the script explains how children try to express their ideas and feelings in their art work, and how they thus learn and grow. All children do this if given the opportunity, not just the ones adults call "talented."—A. M.

THE STORY OF CHRISTOPHER COLUMBUS. *Produced by Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill., 1948. Black and white, \$75.50; rent \$5. 16 min. 16 mm sound. Social studies, middle and upper elementary grades.* The story of Christopher Columbus from his early childhood is traced in an interesting presentation. His trials and disappointments in seeking financial backing for his proposed

voyage, the tribulations while enroute, and mutiny among his sailors are presented quite realistically. Animated maps help the child to understand how Columbus helped to unroll the map of the world. The film gives opportunity for recognition of the faith, courage, and perseverance of the explorer.—E. A.

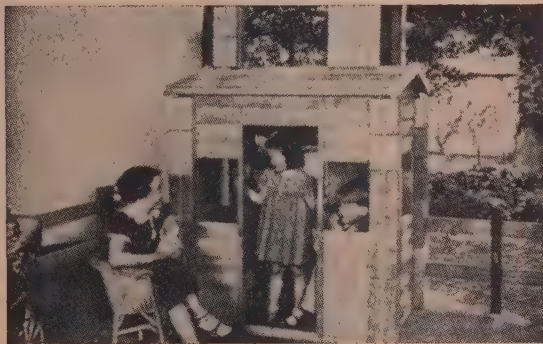
PHOTOGRAPHS NEEDED

Photograph files of the Association need replenishing. Readers are invited to participate in the production of ACEI publications by sharing their pictures. Unposed photographs are needed of children in action in home, school, and community situations. Close-ups of children are also welcome. Glossy prints are best for reproduction purposes.

Place your name and address, name of your school, and the date on the back of each print. This will insure proper credit if the photo is used.

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DOROTHY S. CARLSON
Assistant Editor



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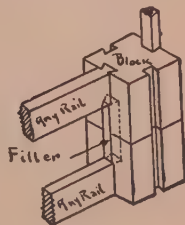
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Among the Magazines...

Editor, HELEN LAMMERS

COUNTRY GENTLEMAN, *August 1950. P. 93, "Ten Commandments for Parents."* By Helen S. Neal. Here is a short, concise article which will make parents sit up and take notice. The parent is urged to consider that he was young once. If every parent studied these ten commandments and put them into practice, the number of maladjusted, insecure children would decrease.—H.L.

BETTER HOMES AND GARDENS, *September 1950. Pp. 56, 237. "Should You Tear Them Away from T.V.?"* By Dorothy Diamond and Frances Tenenbaum. Effect of television on children is the number one topic at PTA meetings and neighborhood conclaves. Much of what has been written has been tinged with hysteria. Television is part of juvenile life today. Like the automobile and the airplane, television is here to stay. The challenge is how to live with it happily. Many parents are establishing fair systems of control in allowing children to watch television. Parents are told to suggest something else that's fun to do in calling children away from television.

Television has become the scapegoat for a lot of child-raising problems. Don't blame television for tantrums. Television can help children develop hobbies—puppets on the screen may help children to start designing their own.

There is no proof that television hurts children's eyes but a few precautions are given. Cowboys and the gangs are not the result of television—they are just a natural stage of growing up.

Most educators agree that television is potentially the most powerful educational instrument yet devised, because it combines sight and sound and does so in the intimate atmosphere of the home.—H.L.

BETTER HOMES AND GARDENS, *September 1950. Pp. 211-214. "Nighty-night Without a Fight."* By Josephine Poynter. Here's how to take the bedlam out of bed-time—an interesting article telling how a mother of three small children solved the

secret of "stashing" three children away every night without any fuss and without being recalled a dozen times. Her calm tone and unruffled way of preparing the children for bed was responsible for the successful way in which this situation was met. A relaxing instead of a stimulating period before the nap was another secret.

Parents talk too much to children. Make a sound plan, straighten out your ideas in your mind, alleviate guilt in a child's mind, reduce fears, and your bed-time problems are lessened.

You know adequate sleep is necessary to good health. Here firmness is a favor to the children who need their sleep whether they are aware of it or not, and to the adults who are entitled to spend their evenings talking about the children, not to them.—Reviewed by IRENE LAMMERS, fifth grade teacher, Westwood School, Cincinnati, Ohio.

BETTER HOMES AND GARDENS, *September 1950. Pp. 136-140. "When You Should Talk to the Teacher."* By Barbara Gunn. Too often children feel a sense of guilt when mother comes to school to talk to the teacher. In this article mothers are urged to give their children security by building up a feeling of cooperation between teacher and mother. Chances are that, outside the family, no one takes more interest in a child than his teacher. Mothers are urged to discuss certain points with the teacher:

- any physical weakness or defect the child may have which might require consideration and understanding.
- an emotional disturbance which could affect his school behavior.
- asocial or behavior traits which worry the mother.
- a nickname or a given name about which he is sensitive.
- a special talent which might be useful in group projects.
- a poor report card and how to give extra help.
- any real disagreement you have with the teacher.

Mothers are urged to make an appointment in order to insure privacy for the talk.—H.L.

LOOK, *August 15, Pp. 66-71. "The Menace of the New Baby."* By Jacques Bacal. How would you feel if a stranger usurped your place at home? That's the threat an older

child sees in his baby brother or sister. The article, "The Menace of the New Baby," by Jacques Bacal, gives help on how to help the older child outgrow the jealousy toward a new arrival. Few parents realize how intense that jealousy can be and what primitive violence it can inspire.

Jealousy has its roots in love. When we love someone dearly, we want to be first in his affection. It hurts to be thrust aside in favor of another. Parents must prepare the child for the appearance of the new baby.

Prepare the child sympathetically for all the changes that come with a new baby.

Jealousy cannot be entirely averted. But if handled sympathetically the problem of jealousy in a child becomes just one of the experiences of growing up.—H.L.

CHANGING TIMES. August 1950. Pp. 5-8.

"Will Your Child Know the Value of A Dollar?" This article gives some very timely tips on teaching children to live in a

(Continued on page 146)

To Serve in the Modern Total Reading Program

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Among the Magazines . . .

(Continued from page 145)

dollars-and-cents world. A contrast is made between the times when families lived without ever seeing much cash, and our times when children see money spent every day—money which seems to have a thousand different values or no real value at all. Money today is something that comes out of a billfold and is made for spending.

But it is most necessary that children learn about money, for it is a source of confusion and an indispensable tool they must learn to use.

The tips given are worth every parents' consideration:

Examine your own money habits if you want to establish good ones in the child. Make children junior partners in your home.

Give the child a sensible allowance.

Let him make money decisions.

Don't use money to bribe or discipline.

Teach him the purpose of saving.

Help him to learn relative values.

Encourage him to plan and keep track of money.

Let him earn money when he can.—*Reviewed by* IRENE LAMMERS.

PARENTS' MAGAZINE. *September 1950.*

P. 45. "When Children Steal." By Kate Corbin. In this article, "When Children Steal," Kate Corbin says stealing has a different meaning for children and adults. Many children steal because they want to buy friendships—especially if they feel unwanted and insecure in their group. When the child is accepted by the group for his own qualities, the stealing stops.

The article gives a detailed account of how one family dealt with three children who stole. After a better understanding all around the parents realized that the children had financial problems. The children brought these problems to the family council for discussion and solution. Stealing stopped when both generations understood each other.—H.L.

PARENTS' MAGAZINE. *September 1950.*

Pp. 31, 143. "The Child Who Walks Alone." By Charles M. Morris and Donald W. Craig. The child who is quiet and unaggressive may be the one who is desperately

in need of friendship, recognition, and lots of loving from his parents. Children need a belongingness as much as good clothes and vitamin-rich food.

All children need to feel a sense of success in the group. They need recognition. Where a boy or girl feels that he isn't wanted or is not respected in his group, he may react against his group by becoming aggressive or delinquent, or he may react by withdrawal. This withdrawal leaves a definite gap in him. It is this withdrawn child who needs the most attention from parents, teachers, and youth leaders. Yet they are the very ones who are often disregarded. They don't cause trouble, are quiet, and dreamy. Many a withdrawn child may get so far away from reality that he will be unable to come back again.

If children are to be punished by isolation this punishment should be temporary and when the period is over the child should be re-instated with full privileges, recognition, and affection as a respected member of the group. Otherwise the feeling of not being good enough for the group may do much damage.—H.L.

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News HERE and THERE . . .

(Continued from page 132)

important technical information. Delegates from sixty-two countries participated in this Sixth International Pediatrics Congress, sponsored jointly by the United Nations International Children's Emergency Fund and the Swiss Aid to Europe Organization.

Five-year Plan for Burma

A five-year pilot plan for compulsory education recently got under way in Burma. During this period, difficulties will be studied and ways to solve them will be developed so that the program can be expanded throughout Burma. The program, involving a village of some fifty thousand persons, calls for making education compulsory for seven- and eight-year-old children in the first year. By the fifth year, all children from six to eleven years old will have to go to school.

Rural Youths in Europe Under Exchange Program

Forty-two rural young men and women from twenty-six states left Washington National Airport, June 11, to spend the summer on farms in fourteen European countries. In exchange, forty-eight young men and women

from countries in Europe and South America came to spend the summer with farm families in the United States. These young people lived, worked, and played with farm people of other countries and learned something of their customs, culture, and problems.

The International Farm Youth Exchange Project is financed by private contributions from individuals, groups and organizations interested in the rural youth exchange idea. Local 4-H Clubs in each of the participating states also raise money for the program.

Camp in Luxembourg

Fifty young citizens of children's communities spent the month of August in an international holiday camp at the Castle of Sanem in Luxembourg. They were selected by their companions to represent the ideals of their communities and provided a useful demonstration of new educational methods for child-care workers from France, Italy, Holland, Switzerland and Luxembourg. The camp was under the joint sponsorship of the International Federation of Children's Communities and the village of Esch-sur-Alzette. UNESCO cooperated with the project. The children came from communities in France, Italy, Switzerland, England, Belgium, and Holland.

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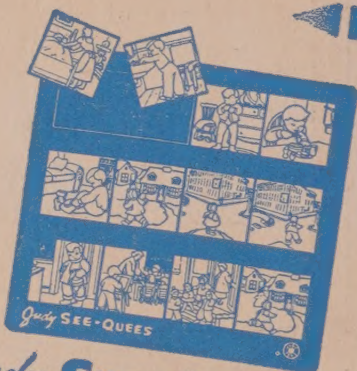
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